DOCUMENT RESUME

ED 190 312 RC 012 160

AUTHOR Coca, Benjamin
TITLE Actividades Para Padres: A Parent Handbook (Activities for Parents: A Parent Handbook).
PUB DATE 80
NOTE 96p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Bilingual Education; Communication Skills; *Educational Experience; Family Environment; Home Study; Learning Activities; *Models; Multicultural Education; Parent Child Relationship; *Parent Education; *Parent Participation; Parent School Relationship; Reading Instruction; Reading Readiness; Reading Skills; *Skill Development; *Workshops
IDENTIFIERS *New Mexico (Mora County)

ABSTRACT

Thirty Mora, New Mexico parents attended a 13-session parent involvement workshop (The Mora Adventure) designed to help parents foster successful school experiences through non-school activities with their children. A parent involvement model was used as the basis of the workshop in which the parents developed more effective communication skills; learned more about Mexican American culture and New Mexico history; discovered, developed, and learned to use educational activities and materials in the home; gained a better comprehension of educational jargon; and learned to evaluate educational materials. The handbook contains a lesson plan outline for each of the 13 sessions which includes goals, necessary materials, and the organization of activities for the session. An additional section contains information for parents about reading, reading readiness, and reading skills such as word attack skills, dictionary use, determining sequence, and drawing inferences. Brief activities and suggested exercises are included for each area. The handbook briefly explains the aims and justification for bilingual/bicultural education. In addition, the handbook contains a glossary of 64 educational terms, a list of 88 abbreviations and acronyms, an extensive list of references, information on the "Coca" model for a parental workshop, and information about materials acquisition. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190312

ACTIVIDADES

Para

PADRES

A PARENT HANDBOOK

AC 01 2160

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Benjamin Coca

Author

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Toni L. Coca

Owner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Distributed by Edward Allen Publishers
Rt. 1 Box 375-A
Las Vegas, New Mexico
(505-425-7015) 87731

Author:
Benjamín Coca

©1980 by MONTEZUMA PUBLICATIONS

Printed in the United States of America

Published by:

Montezuma Publications
P. O. Box 85
Montezuma, NM
87731

PARENTS, TEACHERS AND ADMINISTRATORS

This book is the result of a study which took place in Mora, New Mexico. The program described was conducted as a series of thirteen class lessons in which thirty parents participated. During these sessions parents were involved in a series of activities and an explanation will be given as to how each activity was conducted.

Included in this book are ideas for lessons which you can put to use with children. Extra blank sheets have been included so that you can create your own lessons and expand on the examples cited, these activities will aid you by expanding your knowledge and creativity. As you meet with your childs' teachers you can jot down some notes on suggestions which he/she may offer.

Educational jargon is a useful tool which parents can use in the school setting. Information included in this workbook is information on the "Coca" model for a parental workshop should you desire to have such a program in your school or community. The author can be contacted for suggestion on the implementation of such a program.

El/La niña aprende en las siguientes etapas(mas o menos):

Una palabra	de cuatro a ocho meses de edad
Dos o tres palabras	de trece a veinte meses
Oraciones cortas	sigue el niño/niña hasta la edad advanzada
Oraciones completas	de tres o cuatro anos aunque tambien es comune que los niños empiezen a la edad de cinco años

.....

Otras etapas del aprendizaje:

Un Mes	se sonrie con la voz de los padres
Dos Meses	mira rumbo al oir la voz de sus padres
Tres Meses	hace sonidos que tal vez parecen que habla
Cuatro Meses	si le hablan los padres da vuelta rumbo a ellos repite las silabas..da da ; ma ma; etc.
Cinco Meses	se sonrie al oir la voz de sus padres, hermanos
Seis Meses	hace fuerza repitir lo que le dicen
Siete Meses	pone atencion a la voz de los miembros de su familia. .. sabe enojarse
Ocho Meses	escucha y pone atencion al oir la voz de los miembros de su familia
Diez Meses	comprende cuando le dicen adios..bye-bye, etc. ya dice ma-ma, claramente
Once Meses	ya distingue miembros de la familia de los vecinos
Doce Meses	le gustan las canciones. habla usando cuatro-cinco palabras
Año y Medio	conoce muchas cosas familiares. conoce los nombres de los miembros de su familia. Se comunica con sus familiares llevandolos con la mano a donde quiere, ya sabe sesenta o mas palabras.
Dos Años	ya entiende ordenes..cierra la puerta, etc.,ya sabe 250-300 palabras.
Dos años y Medio	ya entiende las ordenes si o no. Ya habla en oraciones. Ya le interesan las estorias breves.

PARENT INVOLVEMENT

Before a definition of parental involvement may be considered, a direction of emphasis must be given. For this paper, emphasis will be given from the point of view that a child should have a contiguity of successful learning experiences. Therefore, parental involvement must be an emphasis of a parent's role in order for his/her child to have successful learning experiences within as well as outside the boundries of the school.

It has been determined that successful school experiences will not affect school related achievement; on the other hand, unsuccessful experiences will affect school related achievement, hence learning. We also know that if children suffer from a poor self-concept related to school experiences, it does not determine that children will suffer poor self-concepts with non-school related experiences. Therefore, parents should be aware of how they could participate within the home environment, with their children to acquire successful school experiences. In addition, parents should persevere to maintain a positive self-concept toward school related activities as well as towards all life activities.

For the above to occur, that is parent involvement, a few parameters must be acknowledged. The following are proposed:

1. Parents must realize the importance of involving themselves in their child's learning, therefore, facilitating the successful integration of their child into the school environment.

p. 2 blank

2. Parents must develop basic skills in facilitating learning in many non-school activities.
3. Parents with the assistance of teachers should develop a "bank" of home instructional activities which will enrich their child's school experiences.
4. Parents need to acquire a basic knowledge of various theoretical stages of child development (i.e., Piaget, Vygotsky, etc.) in order to better understand their child's learning behavior and, therefore, enhance the learning behavior of the child positively.
5. Parents must be aware of the rich cultural experiences they have and to be able to use those experiences beneficially for facilitating their child's learning experiences.
6. Parents must participate in curriculum design, implementation and evaluation.

It is understood that not all parents will be able to participate fully or should in all the areas mentioned above. It is also understood that parents' preferences or strengths should be channeled into the area(s) where they consider themselves most useful.

Now that some parameters have been set, a definition of parental involvement is proposed:

> Parental Involvement is the interaction between parent and child, parent and child's teacher, and between various parents in order that each child will develop successful learning experiences and positive self-concept towards the learning experiences within school boundries as well as the greater community.
> (definition by Rudy Chávez, NMSU doctoral student)

A RATIONALE FOR CONTINUED BILINGUAL/BICULTURAL

While current thinking about bilingual/bicultural education is far from uniform, there are some basic issues that are being raised.

Is bilingualism desireable or undesirable for the nation? Not wishing to be rehetorical, American relations, official and unofficial with almost every country in the world involving diplomacy, trade, security, technical assistance, health, education, religion, and the arts, are steadily increasing.

Where, at one time, it took three months to sail across the ocean, it now takes the French Concord airplane three hours and forty-five minutes to fly from Tolouse, France, to Kennedy Airport in New York. Thus, not only are foreign relations on the increase but the world continues to get smaller.

The success of these international relations often depends on the bilingual skills and cultural sensitiveness of American representatives both here and abroad, an example being the Panama Canal Treaty. In this nation, as in all nations, an educated bilingual person is an accepted mark of the elite and thus a key which opens the doors of opportunity far and wide (notice is given to the fact that President and Mrs. Carter are both studying Spanish). This is evidence that bilingualism is highly desirable for the nation.

Another issue that frequently arises is that of whether bilingualism is desirable for the individual child. As mentioned above, if the child belongs to a high socioeconomic class, then the answer is obviously yes. The elite have always considered knowledge

J.S Plank

of other languages essential for participation in the different types of foreign affairs. To eliminate the importance of bilingualism for children in the lower socioeconomic classes is, in effect, to deprive them of the opportunity to become eligible for participation in any type of foreign affairs. In the case of the children in Mora, New Mexico, education not aimed to perfect their first language to the point of usefulness amounts to a betrayal of the children's potential.

Although bilingual education does involve the learning of two languages, the learning of the content of the school curriculum in both languages is the primary aim. To the child who is monolingual in Spanish, English is actually his second language. Some eminent educators (Zintz, 1975, pp. 432) feel that a program which depends on the philosophy of relying on a period a day for instruction as English as a Second Language or Spanish as a Foreign Language is, in effect, not a true bilingual program.

The monolingual Spanish-speaking child, in a rural setting such as Mora County, has probably lived his first five or six years in an environment which is based on a language and a culture which are different from those he encounters in school. Although the child is "shaken" upon entering school, the language of instruction is not entirely foreign to him. It is certain that this child has seen and heard the "PASMC" (peach, Anglo-Saxon, middle-class) in action and is momentarily dazed. Such apprehension could promote fear in the medium of instruction were strictly English. In order to avoid this fear syndrome, it is important for the child to identify with someone and be reasured that his mother tongue is as important as English.

An important aim of any bilingual/bicultural education program must always be the conceptual development of every child. Some studies support the notion that children will function with a greater degree of success in their early years if their native language is used as the medium of instruction (Paraphrase of Modiano Study in Zintz, 1975, pp. 434). It has been mentioned in such studies that bilingual instruction has indeed prepared children to function (speak, read and write) in both languages with a certain degree of proficiency.

Another aim of a bilingual/bicultural education program is to maintain or improve the self-concept of all children. It has been proven that achievement is directly the result of how one perceives oneself. Positive feelings in children serve as motivation and encourages growth, whereas negative feelings stimulate failure and dropping out, and engender bitterness and resentment. Zintz (1975, p. 6) noted that the school of today must concern itself with the self concept of the child. The instructional program must help the child learn that his extended family is an integral part of the community and that he is an important person.

For the past few years, much concern has been made evident regarding low test scores by children across the country. Test results of children in the Mora Independent School District for October, 1976, indicate that the problem of low test scores has been similar to that of the state and the country. Of a total of sixty-one (61) students in the first grade, thrity-five (35) or 57.3 percent were doing average and better than average work in pre-reading skills and thirty-two (32) of 52.4 percent in the quantitative area. A strange phenomenon exists in the school district in that as children progress through the grades,

there is a gradual decline in the test scores. Of fifty-five (55) students in the second grade, only seventeen (17) or 30.9 percent were doing average and better than average work in reading and twenty-five (25) or 45.5 percent in mathematics. In the third grade, of fifty-six (56) students only fifteen (15) or 26.7 percent in reading and 48.2 percent in mathematics were doing average or better than average work.

It has been suggested that the reason for this decline happens to be the demand for more English usage in the higher grades and most children in the lower grades in the Mora Schools have not acquired the language and the necessary concepts for these higher levels. The Mora Independent School District has been very traditional with a middle class orientation in regards to the curriculum. With the implementation of a bilingual program, children were given the opportunity to start their schooling in their mother tongue or Spanish. Since the decline is not as great in the fourth grade as it has been in the second or third grades, one can surmise that these children, in the fourth grade, have achieved better because of their bilingual education.

Information by interviewing the director of the bilingual program and the elementary school principal indicates that the bilingual program in the Mora Independent School District is accomplishing its objective. Both interviewees supported the following strengths:

1. Children now feel that they can communicate better with their grandparents, relatives and older people, thus, strengthening family ties;
2. Children now speak more freely in Spanish than in the past;

3. Because of the school program, people are now taking part more often in many customs and traditions;

4. Parents are more relaxed in discussing concerns or problems of their children with school personnel, as these discussions are carried-out in Spanish; and,

5. The bilingual program has provided the children many out-of-school activities, like field trips, and materials which children can identify with.

: PARENT WORKSHOP MODEL

The model is illustrative of various components which may be incorporated in a parent workshop. The model as developed consists of seven components to be used in making approximately thirteen presentations or sessions. The model also presents areas of development used in the implementation of each component.

The foregoing proposes a logical and objective plan for organizing and maintaining parental involvement. Parents can be valuable resourses in identifying cultural features found in the home and community.

The ultimate objective of the workshop--PARENTS, is depicted in the center of the model. Essentially, it will be a parent workshop for parents and organized by parents. The parents involved will complete the following objectives:

1. Develop the ability to communicate effectively with the peer group, in a group setting;
2. Become informed about Mexican American culture;
3. Develop learning games, songs, and stories which participants can make at little or no cost;
4. Increase participants' understanding of terms used by the school personnel, i.e., ESEA, ESAA, innovation, etc.
5. Learn how to use the materials developed in the program;
6. Evaluate some commercial materials such as books, tapes, cassettes, etc.;

4 11 blank

7. Become knowledgable in the local and state history of New Mexico.

These objectives are then offered as orientation sessions. The sessions and activities are planned by the parents with little professional guidance. A review of each component of the parent workshop model is presented below.

1. Communication

This session is the most important feature in the implementation process. It is in this session where the program goals and objectives are clearly defined and understood by all persons involved. A letter should be sent to all accepted volunteers welcoming them to the workshop. A sample agenda of the first meeting should be included in the letter also.

Volunteers must be made to feel the importance of their contribution and the relationship of the service they do, however small, to the total effort. Continued participation of school volunteers depends upon reward. Therefore, each session is followed up by a door prize.

The coordinator should be someone qualified to lead the workshop. He or she needs to know the purpose and content of the workshop thoroughly. This person should have adynamic personality to be able to lead the group in the most favorable and constructive direction. Each session must be well structured so that time is spent constructively. Each participant needs to know their duties for the entire session. Materials to be used need to be set up and ready to be used.

Evaluation is an on-going task. Outstanding activities may be video-taped for later showing and discussion. Successes or failures

should be discussed and how to make changes for the next set of objectives.

2. Mexican American Culture

Pride in culture imparts pride in self; pride in self-stimulates development toward full potential. Cultural awareness, therefore, will be integrated throughout the workshop. Cultural history lesson handouts will introduce and carry out concepts for discussion from these areas: language, foods, clothing, customs, traditions, and religion. Methods and procedures by which the cultural aspect can be incorporated in the daily reading and language development program will be suggested and discussed. It is proven that if school curriculum utilizes the language of ethnic groups in the community, it follows that greater appreciation and understanding will promote positive feelings of self-worth leading to meaningful bicultural interaction, and home-school relations which will reflect mutual responsible concerns for education.

3. Educational Activities

The last half of the workshop will allow time to try out games or activities which have been produced by the groups. Intructional materials include bingo games, puzzles, crossword puzzles, stories, or songs relating to the local history and culture. Each game produced will focus on language development, and reading readiness.

Members can then become familiar with the materials and also, learn to evaluate each game's teaching strategy (purpose) format, and content.

4. Educational Jargon

Educators chief weapon--WORDS. When mama takes the time to show up at school for a conference with Mrs. Smith about Junior's performance, or lack of performance, must she come away bewildered? It is essential that she submit to a running commentary about school citizenship, conformance to group practices, acceptance by peers, sibling rivalry, number facts, reading readiness, deviant behavior and a million and six other bits of jargon?

Why can't Mrs. Smith say, frankly, Junior is a little stinker and altogether too big for his britches, which could stand a bit of pounding with him in them? Or that the lazy little so-and-so would do a lot better in school if he'd just put out a bit? Mama might be outraged, but by golly she'd know what the teacher was saying, and what she meant, too.

It has been the tendency of professional education to treat popularized labels and slogans as the well-defined-and commonly understood vocabulary of the field, and in the name of "professional language" such terms are perfectly legitimate technical language.[1] However, even among educators, many of the terms are still disputable depending on the educators view. Unlike doctors and lawyers, we must continuously communicate with the general public.

This reliance on the educational jargon doesn't go by uncritized. In a recent Associate Press item aired on NBC's Nightly News is typical, of the reliance on jargon. The story cites a Houston principal's message to parents regarding his high school's "cross-graded, multi-ethnic, individualized learning program with emphasis in a continuum of multi-ethnic, academically enriched learning using the identified

intellectually gifted child as agent or director of his own learning." An exasperated parent is quoted as answering: "I have a college degree, speak two foreign languages, and four Indian dialects. . .but I haven't the faintest idea as to what you are talking about. Do You?"[2]

So, in the course of defining a lot of terms, this component will attempt to bring into the discussion groups, very briefly a few of the terms, abbreviations and acronyms common to the general public and used often in the public school.

It is suggested that volunteers may be assigned to programs within the school system to learn the use and operation of special terms. Charts should be made for display. Drawings showing the various branches of government and their educational allocations should be made. Simplified parent handbooks of regulations and guidelines may be developed, printed, and used in panel discussions which can be videotaped for later meetings.

GLOSSARY OF TERMS[3]

Ability grouping--the process of keeping the low ones together, the fast ones together, and the rest together. Multiple-track plan.

Academic--the three R's (an archaic term) basic subjects: English, social sciences, science, math, philosophy, foreign languages.

Accreditation--accredited schools, colleges, universities. The process of establishing or making known that an institution of learning meets certain recognized standards.

Achievement tests--designed to find how much the pupil has learned or "achieved" about what has been studied over a period of time.

Adjustment--psychological term meaning, roughly, ability to adopt ones behavior to circumstances. It may have little or nothing to do with intelligence or general ability.

Administration--"Those people up there in the central office who get all the money, do no work and make things tough for us teachers down here on the fireing line." A term frequently used as an epithet. In another sense, administration is what keeps the school functioning.

Advisory council--a group of people prominent in the community and general reputation for objectivity who helps the administration by serving as advisement.

Aptitude tests--tests that supposeably measure the capacity to succeed in an activity which is being considered.

Articulation--the action or manner of jointing or interrelating. (Webster, 1963).

Attention span--time a child is able to concentrate on the subject at hand. Varies among children, depending on the stimulus.

Attitude--is what you think or feel about something. Although thoughts and feelings are not always the same.

Attirute--inherent characteristics or an accidental quality.

Audiometry--measuring hearing.

Audio-visual aids--movie projectors, record players, film strips, slides, maps, charts, models, and pictures.

Basal--basic.

Basic education--today the expression is usually applied to solid subjects, especially English, math, science, history, geography, and foreign language.

Behavioral--Webster--"mode of conducting oneself; deportment."

Block scheduling--schedule of the school day is divided into periods of time, often quite evenly, an extra large block of time (for instance, two periods instead of one) may be allotted to the teacher. During this time, he teaches two subjects to one group instead of one subject to two groups. Allows for flexibility, and enables the teacher to get to know the pupils better.

Certification--the process by which the state authorizes a qualified person to teach in the public schools, ordinarily by issuing a piece of paper which says he may do so, usually with certain limitations of scope and time.

Child-centered curriculum--a curriculum built around the needs, ability and interest of the child. This is a popular view of progressive education. As actually practiced in the schools, however, establishment of a child-centered curriculum is simply organizjng and teaching so as to use or to create interest on the part of the pupil, thus improving his ability to learn what he needs to learn.

Class-mothers--Someone who is everybody's mother. A common procedure in some schools is to elect, appoint, persuade, perhaps blackmail, the mother of at least one child in each classroom at the elementary level to be "class mother." It is she who rallied the other round with cookies and punch for the holiday parties.

Cognitive--"the act or process of knowing including both awareness and judgment," according to Webster. It is then "related to the act or process, etc." Anything that is related to knowledge or learning, usually the latter. Cognitive behavior, then, is how somebody acts whan he's trying to learn something.

Communication skills--This refers to reading, writing, speaking, and listening.

Concept--(conceptual, conceptually, conceptualize, conceptualization). Something conceived in the mind. Such as a "thought," "notion," "idea".

Continuum--scale, sequence, or gamut. The future of continuity.

Critical thinking--analytical, to understand, evaluate, and reach independent conclusions, to "think for himself".

Cummulative record--It is a written record of the activities and achievements of the child from the time he first encounters the school (or vice versa) until he leaves it. It travels with him from school to school.

Curriculum--what is taught in the school, normally expressed as courses offered.

Curriculum guide--a series of suggestions as to what may be, or perhaps should be, taught at various stages. There are guides for each subject in the curriculum, containing indications of what material should be covered at each grade level, suggested texts and reference books, ideas for projects and independent study, and suggested methods of presenting some aspects of the subject.

Departmentalization--children have more than one teacher, each teacher being a specialist in one or two subjects.

Diagnostic--steps taken for the improvement of the performance of children.

Dialect--Webster's definition: "That branch of logic which teaches the art of disputation and of discriminating truth from error; esp., the art of reasoning about matters of opinion."

Dichotomy--two groups, or two ideas, or two anythings appear to be irreconcilable, or in opposition, or even, sometimes, just different, we have a dichotomy, or a dichotomous situation.

Enrichment--offering at the same level of instruction more opportunities for learning than would ordinarily be given to the child at that period of his development.

Exceptional children--someone who stands out above the rest of us in some respect. Of course, someone who stands out below is just as exceptional.

FLES--Foreign language in the elementary school.

Gifted--intellectually gifted--in the upper brackets mentally. Another application to the term is to children who have some special talent, which may or may not be accompanied by general intellectual superiority.

Homebound instruction--children of school age who, for physical reasons, are permanently or temporarily unable to attend school. The community, through its public school system, is still responsible for their education, which it usually supplies through teachers who travel to the homes of the children involved.

Homogeneous grouping--see ability grouping.

Individualized instruction--providing for individual differences. Ability grouping is another means of individualized instruction.

Innovation--something put into practice which is new, untried. Experimentation, once its proved valuable, it is no longer an innovation.

Integration--making one of, or making a whole of. In children to "integrate with the group" or make oneself part of the group. In subject matter, relationships between various subjects of the school program. In minority groups, it is the opposite of segregation.

I.Q.--intelligence quotient. The numerical form of a fraction of which the numerator is MA (mental age) and the donominator is CA (chronological age). Mental age is the age for which the score obtained by the average. For example, Junior is ten years and five months old; his CA, in other words, is 125. His score on the standardized test is the average score of children eleven years and eight months old, giving him an MA of 140. We simply set up the fraction: 140 (MA)/125 (CA). Dividing 140 by 125, we get a "quotient" of 1.12. This is an "intelligence quotient." Since decimals are immeasurably confusing to many people, we simply multiply by 100 and have an IQ for Junior of 112. It is not however, a final indication of anything.

Linguistics--the study of human speech, including the nature and structure of language, or of a language.

Master teacher--the leader of a team, when team teaching is being tried, or to the college student, it is one selected to serve as co-operating teacher for those students who aspire to become teachers and take student teaching as part of their preparation.

Mean--average. Add up all the figures, divide the total by the number of figures, and you have the average.

Median--that figure which is exactly halfway between the extres when the figures are put in order. Mode.

Methodology--professional courses normally required for teacher certification; methods of teaching; those courses that supposedly tell you the "how-to-do-it".

Percentile--When you are told that Junior is in the 99th percentile on a particular test, you are being told that, of all persons taking the test, or of all persons in that group, only one percent scored higher than Junior. It is important to know whether the percentile is for all those taking the test, or just for those taking the test in your town or state.

Philosophy of education--James B. Conant, in his book The Education of American Teachers (p. 129) has this to say about the term "philosophy" in education: "The word philosophy, as used by many professors of education, is like a thin sheet of rubber--it can be distorted and stretched to cover almost any aspect of a teacher's interests." Its use is sometimes limited to reference to the ultimate purposes of formal education, or of public education. At other times, the word "philosophy" is little more than a synonym for "opinion".

Practicum--A "course" consisting primarily of practical experience in the field of education and being studied, that is the emphasis is on actual experience. Typically, regular class attendance is not required. Rather, the student performs certain prescribed tasks in the field of his interest, and reports to his instructor. Syn: field work.

Progressive education--to the general public "progressive" has come to symbolize all that is inefficient, unproductive, expensive, and downright evil in public education. Originally, progressive education was a fairly clearly defined effort to put into practice some of the theories of learning developed around the turn of the century, as publicized especially in the writings of John Dewey. Two of the most obvious was the importance of arousing the interest of the student in what he is learning, and the effectiveness of learning by doing were important aspects of progressive education. Both which are still retained today. But progressive education as it was conceived by its originators was difficult, and required teachers of considerable knowledge, judgment, and devotion to their calling. Many teachers attempted to put into practice the ideas, lacking the training and what it took to do the job, as a result, considerable chaos and a great deal of bad education resulted, and thus progressive education fell into a dispute.

Psychometrics--for all practical purposes, an abbreviation of psychological measuring, or psychological testing, which in turn is a broad term for testing intelligence, achievement, interest, personality, aptitude, or just about anything else you care to mention which may be useful in helping individuals function more effectively as human beings. A psychometrist is a person who administers psychological tests.

Reading levels--performance level on reading tests by grade level and months. A sixth grader scoring 7.9 on his reading test, is able to read material two years ahead of his grade in reading.

Realia--Webster's definition: "Objects or activities used to relate classroom teaching to real life esp. of peoples studied." "Three-dimensional instructional media."

Rorschach test--an abbreviation for a particularly projective test or personality sometimes called the "ink-blot-test."

Scope and sequence--"scope" means range or extent of activity or operation; "sequence" means the order in which things are done. As applied to learning or education, then, scope and sequence simply means the amount of material covered and the order in which it is presented. The "what and how" of teaching.

Self-contained--a classroom in which the teacher does the whole job.

Sibling--meaning brother or sister.

Slow learner--dullards or poor students. In short, a slow learner is one who does not learn as fast as most of his classmates, although he does learn. He is just a short jump ahead of the mentally retarded, but far enough ahead so that he does not ordinarily have to be put into a separate group. Slow learners have been known to become late bloomers.

Social maturity--maturity expected of children at certain grade levels.

Sociogram--this is an interesting device for determining what pupils in the class think about other pupils in the class, or what they think they think. The teacher asks each pupil to write on a piece of paper, the names of the three other members of the class he would most like to have sit next to him, and of the three he'd least like to have near him. The "gram" part of the word means that the results are transcribed in pictorial form to one piece of paper.

For instance, if there are thirty pupils in the class, thirty little sequares or circles are placed on the paper, each representing one pupil. Then solid lines may be drawn, terminating with arrows, from each circle to those other circles representing the pupils' preferred, and dotted lines to the circles for those whom he doesn't care for. The squares and circles for the most popular pupils will

have lots of solid lines pointing to them, and those of the unpopular will be infested with dotted lines. Some may have no lines to them, but only six lines away from them. This can be significant, too.

Standarized test--a test is said to be "standarized" when it has been given, under similar carefully controlled circumstances, to a great many individuals in various categories, whether of age, degrees of education, national origin, place of residence, or any of many other possible classifications. From the results of this preliminary testing, or standardization, it has been determined through statistical calculation what score on the test can be expected to be obtained by an "average" youngster in any of the categories for which the test has been standarized. Results can be expressed for any individual as percentiles. Much has been written on the actual value of such tests and results.

Tenure--when a teacher has been employed in a school system long enough (often three years) so that he cannot be fired except "for cause," he is said to be "on tenure." The term "for cause" includes such things as unprofessional conduct, proved incompetence, moral turpitude, membership in subversive organizations, and similar malfeasances.

Government Related Abbreviations and Acronyms[4]

AEA	-Adult Education Act
ACYF	-Administration for Children, Youth, and Families
AFDC	-Aid to Families with Dependent Children
BEH	-Bureau of Education for the Handicapped
BIA	-Bureau of Indian Affairs
BOAE	-Bureau of Occupational and Adult Education
CAL	-Center for Applied Lingistics
CBO	-Congressional Budget Office
CETA	-Comprehensive Employment and Training Act
DFDA	-Catalog of Federal Domestic Assistance
CFR	-Code of Federal Regulations
CRA	-Cooperative Research Act
CSA	-Community Services Administration
DHEW/HEW	-U.S. Department of Health, Education and Welfare
DOI	-U.S. Department of the Interior
DOL	-U.S. Department of Labor
EBCE	-Experience-Based Career Education
EEOC	-Equal Employment Opportunity Commission
EHA	-Education of the Handicapped
EOA	-Economic Opportunity Act
EPA	-Environmental Protection Agency

EPDA	-Education Professions Development Act
ESAA	-Emergency School Aid Act
ESEA	-Elementary And Secondary Education Act
ETA	-Employment and Training Administration
FNS	-Food and Nutrition Service
FOB 6	-Office of Education, Location at 400 Maryland Ave., S.W. Washington, D.C., called Federal Office Building #6
FR	-Federal Register
FY	-Fiscal Year
GAO	-General Accounting Office
GPO	-Government Printing Office
GSA	-General Services Administration
HEA	-Higher Education Act
HEW/DHEW	-U.S. Department of Health, Education and Welfare
H.R.	-House of Representatives Hill
HUD	-U.S. Department of Housing and Urban Development
IHE	-Institution of Higher Education
LEA	-Local Educational Agency
LESA	-Limited English Speaking Ability
NCES	-National Center for Educational Statistics
NDEA	-National Defense Education Act
NEA	-National Endowment for the Arts
NEH	-National Endowment for the Humanities
NIE	-National Institute of Education
NSF	-National Science Foundation
NSVP	-National Student Volunteer Program
OBE	-Office of Bilingual Education
OCD	-Office of Child Development
OCR	-Office of Civil Rights
OE/USOE	-U.S. Office of Education
OHD	-Office of Human Development
OMB	-Office of Management and Budget
OPBE	-Office of Planning, Budgeting, and Evaluation
PIP	-Program Information Package
P.L.	-Public Law
R & D	-Research and Development
RCU	-Research Coordination Unit
REP	-Request for Proposal
RFQ	-Request for Qualifications
RIF	-Reading is Fundamental
ROB 3	-U.S. Office of Education, location at 7th & "D" Streets, S.W., Washington, D.C., called Regional Office Building Three

S. -Senate Bill
SEA -State Educational Agency

U.S.C. -United States Code
USOE/OE -U.S. Offoce of Education

VEA -Vocational Education Act
BRA -Vocational Rehabilitation Act

Audio-Visual Acronyms[5]

CAI -Computer Assisted Instruction
CAL -Computer Assisted Learning
CBE -Computer Based Education
CCTV -Closed Circuit Television
CMI -Computer Managed Instruction
CRT -Cathode Ray Tube

DAIRS -Dial Access Information Retrieval System

EPIE -Educational Products Information Exchange
ERIC -Educational Resources Information Center
ETV -Educational Television
EVR -Electronic Video Recording

IPI -Individually Prescribed Instruction
ITPS -Instructional Television Fixed Service
ITV -Instructional Television

NAVA -National Audio-visual Association
NPSI -National Society for Programmed Instruction

PI -Programmed Instruction

VTR -Videotape Recorder

(definition by Martha Diaz a doctoral student at NMSU)

Parents should fill out the form on the following page at two week intervals. This will give you an indication as to your progress.

Why? Because it will indicate the type of activities in which you are participating.

PARENT CARD

ID_____

1. Did you read to your child this past week? Yes ____ No ____
   (If you answer yes to #1, please answer 2 and 3).

2. What did you read to your child? _____

   _____

3. How much time did you spend reading to your child?

   _____ minutes.

4. Did you acquire any new reading materials? Yes ____ No ____

5. Did you play any games with your child? Yes ____ No ____
   (If you answer yes to #5 then answer #6)

6. What games did you play with your child?

   a. _____

   b. _____

7. Did you sing any songs to your child? Yes ____ No ____
   (If you answer yes to #7 then answer #8)

8. What songs did you sing to your child?

   a. _____

   b. _____

The form on the following pages should be filled out every two weeks so that you can check for child attitudes.

CHILD QUESTIONNAIRE

Date _____

ID _____

1. Do you like school? Yes ____ No ____
2. Do you like to read? Yes ____ No ____
3. Do you have reading materials at home? Yes ____ No ____
4. Do you like to have stories read to you? Yes ____ No ____
5. What kind of stories do you like? _____

_____

6. What kind of games do you like? _____

_____

7. What kind of songs do you like? _____

_____

The following chapter includes actual lessons which were used in the Mora Adventure. Blank pages are included in some instances so that you can practice, so that your child may practice or so that you can write down notes after conferences with your childrens; teachers. The lessons can either be made easier or harder depending on the grade level of your children. The lessons are only sample lessons for the particular learning skill. You are to take the skills one at a time until your child has mastered it.

INFORMATION ABOUT READING FOR PARENTS

Reading is a necessary skill which is useful in all facets of life. In the elementary school, reading dominates the curriculum. The federally funded "Right to Read" programs bring more credibility to the fact that reading is considered very important by the Federal Government. Reading is necessary if a person is to complete school. In adult life it is necessary in order to qualify for many employment opportunities. One needs to read the newspaper, magazines, books, pamphlets, directories, catalogs, and the very important television guide. Some of this reading is done for emjoyment. Reading can be a form of recreation.

The Mora Schools, in realizing the importance of reading, have applied for and received funding for improving their reading program. One of these special funds is the Emergency School Aid Act or ESAA. I can relate a personal experience about the importance of reading well, that happened in Montezuma.

Because of the proximity of the Montezuma Seminary, it was felt that boys in the village might become priests. Some boys entered the seminary with aspiration toward the priesthood; others sought to become altar boys, considered by the community as the role second in importance only to the priesthood.

A little white book with black print was given to the boys who were to become altar boys. The print in the books was in Latin. It was the duty of every altar boy to memorize the words. It was also necessary that the altar boys know when to say the correct responses.

With the help of the priests, the altar boys soon learned the responses in the previous white book. Eventually, the boys could pronounce all the written Latin words in such a manner that they thought they were reading.

The priests did keep cards at the foot of the altar with the responses in Latin in case the boys' memories would fail. The altar boys are now adults. They can still pronounce all the Latin words learned when they were young. But, these men cannot derive meaning from the Latin words which they learned as children.

Looking back on these experiences, we must admit that the altar boys were not reading at all. The altar boys had not reached the level of competency necessary for reading with understanding.

If one can pronounce certain words which are arranged to make meaning, but one cannot derive meaning from them, is one actually reading? If a person fails to sense the author's meaning and fails to interpret and evaluate meaning, then the person cannot be said to be reading. Mastering the mechanics of reading is not enough. What the altar boys were doing was a mechanical thing.

Reading Requisites

Some pre-requisites for reading include adequate vision, hearing, language competence, listening skills and motor co-ordination. Other necessary requisites for reading are auditory discrimination, the ability to distinguish readily between the sounds of spoken words. Some examples of words which the children must be able to differentiate are:

Pin-pen	can-cane	boat-coat	bat-bad
abe-ape	mat-map	latter-ladder	row-tow

Reading as Communication

Reading is one of the four processes in communication (listening, speaking and writing are the others). Many times we refer to reading as talk written down.

The Skills of Reading

The skills to decipher graphic symbols are better known as the word attack skills (sight recognition, context clues, morphology, phonics and dictionary use). The skills which will help in deriving meaning are the comprehension skills (main idea, determining facts from non-facts, grasping sequence, comprehension of cause and effect, following directions, comparing and contrasting, understanding character and setting, recognizing the author's tone, mood and intent, and drawing inferences).

WORD ATTACK SKILLS

Sight Recognition

Sight recognition, one of the word attack skills which is the ability to recognize words whether a person knows the meaning of the word or not, will be discussed here. Sight recognition is the matching of word forms with forms which are already known. In reading one might think of two basic vocabularies: (1) sight vocabulary, and (2) meaning vocabulary. Sight vocabulary includes those words which are recognized visually by the aid of auditory memory. Sight vocabulary includes the words which appear most often in print (see Fry's list in Appendix B). Meaning vocabulary are words that help get "sense" out of the sentence.

Ekwall (1976) wrote that there are two basic categories of reading skills, namely recognizing words and understanding words. High utility words are those words which students will recognize at sight. Teachers have lists of these high utility words, such as the Dolch List, the Fry list, the Harris-Jacobson list, and the Ekwall list (p. 52).

In the sentence, "I gave it to them," all the words are sight words. Sight recognition is the ability to instantly recognize high utility words!

Context Clues

The use of clues in reading a sentence in order to find the meaning or the pronunciation of new words is one of the word attack skills. Contextual recognition of words is accomplished by using clues in a sentence, in order to find the meaning of words not understood. A student often reads up to an unfamiliar word, sounds the first letter and then, using the clues gained from phonics and structural analysis say the word.

Example:

1. He saw the man who was coming h _ _ _ (home), or, the student may read up to a word and pronounce the first syllable.
2. When the dis _ _ _ _ _ (distance) was determined they stopped the measurement.

The use of context clues is one of the most important word attack skills a student can possess.

La Pray (1972) gives the following exercise:

The sentence to be read is: The boy ran down the street.

Student: Who ran?
Teacher: The boy. Where did he run?
Student: Down the street. What did the boy do?
Teacher: He ran. Why did the boy run? (p. 114).

All reading is reacting to context clues. In writing about context clues, Zintz (1975) gave the following example: The sentence may read, "the little rabbit went down the road." The context reader, studying the picture at the top of the page and then looking at the words in the sentence may say, "The little bunny hopped down the lane." He's gotten the idea, but he has changed three basic words in the sentence (p. 362). This illustrates that a child who is thinking when he reads can guess much of the context. However, a context reader may not necessarily be an accurate reader of the exact words in the book.

Morphology

Morphology is the study of the structure of words, this includes the study of compound words, endings such as er, est, ing, prefixes, suffixes, inflections and derivations. If the student can learn to combine prefixes, suffixes, and root words to create new words, he can familiarize himself with the morphology of his language. One example while is useful in the practice of understanding morphology follows:

Given students one or more root words such as "do" and have a contest to see who can make the most variations of the word, e.g., (1) undo, (2) doing, (3) doer, and (4) redo. Also some examples for the meaning of prefix are:

Prefix	Meaning	Examples
ab	from	abnormal
ad	to	admit, adhere

and suffixes:

Suffix	Meaning	Example
able	tells what kind	suitable
al	having to do with something	magical, national

Morphology then is the study of word structure. Some prefixes (and some root words) have distinct meanings. For example, "de" means down in: demean, debase, and degrade. In the words, defrost, decompose, and depopulate it means to reverse the action (alreves).

Practice the use of inflectional endings such as: er, est, ed, and ing, with your children.

Example: Cuando pertenecen a una persona (possessive form): Jane's, the boy's

Plural nouns (substantivos), s or es: pears, tops, houses, horses, and boxes.

Using ed: talked, mopped, jumped.

Phonics

Phonics is the learning of basic sounds, and combining these sounds to make words, thus giving children the key to unlocking many unfamiliar words. Phonics is a process of translating phonemes (basic sounds) into words. Working first with groups of letters, the child gradually learns words and later proceeds to larger units of sentence structure.

Phonics, however, might not fit the learning style of the young child because the English language has an unphonetic character. There are irregularities in spelling and execptions which combine to provide much room for error. Children are interested in and motivated to learn ideas (words in context) but not to learn how to sound out words as an end in itself. Matthes (1977) suggests, "initial word recognition is

a sounding-blending process. Words are made up of individual sounds." Matthes goes on to list the phonic elements commonly used in the phonic approach of instruction, some of these examples follow:

1. boy single consonants--In a simple definition, all those dog alphabetic letters that are not vowels.

2. black consonant blends--Two or three consonants whose sounds street are blended.

3. phone consonant diagraphs--A combination of consonant letters bring which produce a single sound unlike the sound associated with either of the two letters.

4. a,e,i,o,u vowels--Generally, every syllable contains a sounded vowel.

5. auto vowel diagraphs--A vowel combination which has a different sound from either vowel but require moon no change in mouth position.

6. boy dipthongs--Two vowels recording a sound unlike that of oil either vowel, that sound requiring a change in the mouth position, (p. 45).

When you help your children with consonants begin with those that have one sound, namely, b,h,j,l,m,p,t, and v. Show them that these consonants occur in the initial and final position before you help them with consonants in medial (middle) positions.

Examples:	ball	bat	home	hall
	jam	juice	log	lag
	moon	man	put	pit
	van	tall	voyage	tall

Initial consonant substitution shows clearly how a beginner is capable of learning so many words so fast.

Examples: boy take off b, put on t toy
take off t, put on R Roy

p. 37 blank

38

bat	take off b, put on c coat take off c, put on f fat take off f, put on h hat take off h, put on m mat
pumps	take off p, put on m mumps take off m, put on j jumps

When you want to work with the initial consonant "d" you can do exercises such as the one that follows:

Example: Make some flash cards from tag board. Cut the boards two inches by six inches.

lamp--damp	husk--dusk

Pronounce the first word and have your child pronounce the second word. The same game can be made for practicing with the final consonant "t", using the words: hug-hut, pad-pot, lend-lent, and pain-paint.

Children learn to recognize first letter changes in "family" words. Example: man men can pan map

Children learn to recognize endings that are all the same. Example: has hat was ham had his

Dictionary Use

Dictionary use is the last of the word attack skills and enhances the child's ability to study independently. Dictionary use is needed for determining proper pronunciation of words being used, and establishing meanings appropriate to the context in which the word is being used. Every child must achieve proficiency in the effective use of the dictionary. Children learn a number of skills in using a dictionary. For example:

1. alphabetical order: abrams
   acorn
   adams
   aerial

2. use of guide words (these are at the tops of pages) if you will open the dictionary to page 21, you will see "all-around" at the top as you look at the dictionary, that word is the first word on that page. On the right top of the page you will see alphabetize, you will notice that the word alphabetized is the last word on the page.

3. opening the dictionary to the proper fourth.

   Example: If we open the dictionary to the first fourth we come to, delerious. If we open the dictionary at the middle or in half we see marquee, the third half gives us settlement and the last fourth gives us words such as tanker and wine.

4. understanding preferred spellings.

5. using accent marks correctly.

Websters New World Dictionary which we have has guides one to sixteen so that the person using it can become familiar with it, and learn to use it.

Exercises for extending dictionary skills include:

1. arranging words in alphabetical order.

2. the ability to arrive at the correct pronunciation and recognizing the word as correct.

3. the use of pictures and meanings in the selection of the correct word needed.

Dictionary use is a necessary skill. Dictionary use as a skill must be acquired if a person is to extend his knowledge beyond familiar words.

Exercises for extending the dictionary skills include:

1. arranging words in alphabetical order.

2. the ability to arrive at the correct pronunciation and recognizing the word as correct.

3. the use of pictures and meanings in the selection of the correct word needed.

COMPREHENSION SKILLS

Main Idea

The following activity may help your children find the main idea of a passage.

1. Match the series of pictures with the sentences they illustrate.

Another exercise might be:

1. Read the paragraph. Find the topic sentence which expresses the main idea. Next find the details. Write the number of each sentence in the right place.

   Example:

   (a) Tomás thought about the fish he caught. (b) Gilberto and John talked about the frogs they found by the water. (c) Rita liked the boat ride best. (d) Everybody had a great time on the pack trip to La Jicarita (a mountain in Mora).

   Main Idea: Sentence _____ details: Sentence __ __ __

Some other activities which may also help your children to find the main ideas would include:

1. Finding the main idea in a paragraph or a story. Selecting the best title for a paragraph. Boys and girls will read paragraphs and (a) select the best title from a number of suggested titles, (b) decide whether or not the title given tells what all the paragraph is about, or (c) think of a good title.

This will help to develop understanding of paragraph meaning and organization.

1. Direction: After you have read the story, write an x on the line to show which one would make the best title.

We made many plans for Christmas. We decided to trim the tree. Each boy and girl will make a decoration. We also decided to have a party. We will place our presents under the tree. At our party we will play games. We will also sing songs.

_____(a) Our Plans for Christmas
_____(b) Our Christmas Tree
_____(c) Decorations for Our Tree
_____(d) Christmas in Our Town

Determining Facts From Non-Facts

Being able to distinguish between the truth and fanacy is known as the skill determining facts from non-facts. Determining facts from non-facts means to distinguish between the truth as we know it and something that is not true. An example follows of an exercise in determining facts from non-facts.

Children should use resources such as encyclopedias, almanacs and dictionaries.

Read the sentences below. Place an x in front of each sentence that is a fact:

___1. Men have been to the moon.
___2. Birds have wings.
___3. All children have brown hair.
___4. An apple is a fish.
___5. All children like hamburgers.

Other interesting exercises are:

1. Analyze newspaper reports to determine whether they present facts or opinions.

2. Study news reports and editorials to determine the essential differences in the two types of writing.

In order to be able to distinguish fact from fanacy a person must be able to understand the material. The person must be able to interpret the context of written information and make a logical choice as to whether it is fact or fanacy.

Grasping Sequence

(sequencia logica)

Grasping sequence is the placing of ideas in the right order. This involves placing ideas in an order that is logical as, for example, they occur in a story.

Example: Cut out the sentences and place under the correct picture:

AHORA, TOMA Y LÁNZALA

CADA MÚSCULO Y TODOS TUS SENTIDOS DEBEN ¡RENTU LANZAMIENTO

¡VIVA! ¡LO HICISTE! ¡LO HICISTE!

43

Some more ideas in developing the skill of grasping sequence might be: Make a movie with your children using a story from a book with which you are familiar. Lets use the book Del Pasado al Presente (1977) and open the book to page 83 "El Velorio" (the wake). In planning a "movie" on this story (after you have told it to your children) would be as follows:

1. Discuss the story.
2. Decide that you are going to make a movie of the story.
3. Re-tell the story.
4. Decide which pictures you will include.
5. Work out the sequence of the pictures you will draw.
6. Assign the pictures which will be drawn.
7. Draw the pictures, all children should participate.
8. Decide on captions or sentences for the pictures.
9. Arrange the pictures and the captions in sequence.
10. Fasten the pictures to the roll (use rubber cement or poliadas (flour paste).
11. Practice telling the story of the "movie".

Comprehension of Cause and Effect

In understanding cause and effect as a necessary skill, it is necessary that a person grasp the reason for the concluding action in a theme (por que quiere ser Socio el niño en la historia "El Velorio?") (Why did the child aspire to become a penitente in the story "The Wake?"). Comprehension of cause and effect is the understanding of the results of a story. If we do something what happens and why? If the stopper is pulled from the tub, the water empties. If a person touches a hot stove, he gets burned. An example of cause and effect follows:

1. Puppy licked me (cause), I laughed (effect).
2. Funny joke (cause), I smiled (effect).

Other examples may be used such as the following:

1. What causes arroyos? _____ wind
rain
tamales

2. The damper on the stove was closed and the fire went out. _____→ ventilation
oxygen
rain
spilled beans

and yet another example can be the following:

As we traveled up Holman Hill the car balked. The lack of oxygen at higher altitudes makes it difficult for combustion to take place.

Comprehension of cause and effect is useful if a person is to understand much of what he reads.

Following Directions

Following directions is another skill which is useful. Children follow directions in the construction of toys. Adults follow directions in their daily travels to work and to the supermarket. The ability to follow directions is a necessary skill in school and in life later on. Exercises in developing this skill are:

1. Observe written directions, such as: "Make one ball yellow. Make the other ball blue."

2. Following written or oral directions for making things, such as a folder for papers or a papier-mache globe" o una pinta."

Traffic directions must be placed in an order which makes sense to the driver of an automobile. Directions must be clear to the student if the student is to perform with a certain degree of accuracy when he is given directions. Some exercises could include:

1. Repetition of directions which are stated in a logical order.

2. Perform the action suggested on flash cards (which we developed).

stand up walk jog-trot run sit clap

Comparing and Contrasting

Comparing and contrasting is comparing for likenesses and contrasting for differences. How are things alkike, how are they different, or how are both alike and different? Some examples in developing this skill could be:

1. In what way are fish and snakes alike? different?
2. In what way are birds and airplanes alike? different?
3. In what way are ovens and hornos alike? different?

Understanding Character and Setting

In order to be able to find out what it is that the writer is trying to convey to the reader it is necessary to understand character and setting. In understanding character and setting, hints are provided through the character and what he does, his conversation and his appearance. Thomas and Robinson (1974) wrote, "Often a fiction writer tells you without telling you. Instead of revealing outright a character's innermost emotions, he challenges you to use your imagination," (p. 160).

Examples which can be used in developing this skill might include the following:

1. For understanding character; who would do or say these things?

   a. No, you can't go to Miguels' until you wash dishes.
   b. Your white blood count is up so we will have to operate.
   c. You were speeding so I'm going to give you a ticket.

2. For understanding setting; talk about.

   a. river
   b. La Plaza
   c. mountains
   d. city
   e. la cañada
   f. motel

p. 46 blank

Recognizing the Author's Tone, Mood and Intent

The skill of recognizing the writers tone, mood and intent is necessary if the reader is to be able to read a passage objectively. The writer may be trying to influence the reader. In advertising, the illustrator creates tone, mood and intent through the use of pictures, it may be good or bad propaganda. Thomas and Robinson (1974) asked, "What is the writer's purpose? Does he have a hidden motive for saying what he does? Does he want to win your support in behalf of some policy or practice to his advantage?" (p. 163).

Example:

ITEM	FACT	TONE AND MOOD	INTENT
sparkle	tooth paste	happy boy and girl looking at each other lovingly.	if you use this tooth paste you will have many friends of the opposite sex.

Did the writer convey the message that if all women use sparkle then they will have companionship and love? Is the reader able to recognize the example above as nothing more than a sales pitch? These are skills to be acquired in recognizing the author's tone, mood, and intent.

Drawing Inferences

Drawing inferences means that the reader draws conclusions from clues which the writer has furnished. It means that the reader will draw conclusions as to the meaning of certain passages and look for clues from which to draw conclusions. Example:

1. The Gallegos family stood in line until a hostess guided them to an empty table. Then the waitress handed them a menu waited and then took their order.

Where was the Gallegos family? Can you grasp the implied meaning? Sensing the real message which the writer is trying to convey is one of the most important comprehensive skills.

Suppose we give the child, Alejandro, the following assignment or exercise to do:

In this box are the names of some children in this room. Find your name and circle it.

Tomás	Alejandro
María	Jane
Timmy	Cirilio

Although the child misht do the exercise correctly, he may not be reading. The child may be matching word forms with a form which he carries in his visual memory. So as you can see, children learn that words are forms that can be seen and matched even before they can be read.

Reading demands understanding printed symbols which convey meaning which can evoke a response in us, in terms of our own experiences. In my own experience as an altar boy, the skills for reading were lacking.

Reading should not be an isolated academic experience, but should be a useful life activity. Reading requires decoding print and it should be done accurately, fluently, and silently. For you, the parents, the purpose for reading is that it meets real needs; from reading the television guide, reading the obituaries, reading official notices, to relaxing while reading the recent true confessions which you exchanged with your neighbor.

PARENTS AND READING COMMITTEE IRA*
Pat Koppman, Chairperson

1. Develop an appreciation of books: (a) set up a library shelf, (b) make regular trips to the library, (c) ask the librarian to recommend books, (d) give books as gifts, and (e) let your child see you read.

2. Read. Let your child see you read. Children learn by imitating.

3. Read to your child often. Make it a good experience.

4. Accept your children as they are. Seek out their strengths and capabilities and be ready with praise when they do well. Avoid comparing.

5. Relate reading to everyday life situations (billboards, traffic signs, menus, TV guide, catalog, labels, maps).

6. Play games with the child that requires concentration. Often such games can help increase intellectual capacity and vocabulary.

7. Take your child shopping with you. Early experiences in reading and mathematics can develop from such trips.

8. Have good conversations at the dinner table with thought-provoking questions but don't make it a question-and-answer session. Be a good listener.

9. Control TV--pick out good programs and discuss them casually with child.

10. Encourage play with manipulative toys. Let children experiment with typing, cooking, building and sewing. Children learn best by doing.

11. Take trips to points of interest. Museums, planetariums, art displays, concerts, and sporting events are enriching experiences. Other points of interest, the airport, a farm, city hall, zoo, and amusement parks.

12. Let children make decisions by giving them choices and letting them choose the variety of breakfast food, how they want to celebrate a birthday, the color of their bedroom, what they want to wear. Then abide by their choice.

p. 51 blank

13. Take advantage of daily learning situations, point out colors, numbers, letters, and words. Count with your child the number of plates on the table, talk about the colors in the striped shirt he is wearing, discuss comparative sizes of blocks. (added to by Dr. Miles Zintz).

14. Don't compare your children.

15. Have a private time with your child. During this time you can read to your child.

Suggestions for teachers and parents

1. Encouraging communications between parents and teachers.

2. Providing an avenue of communications whereby parents can know more about their children's homework and study assignments.

3. Notifying parents if their children are absent.

4. Informing parents about the good things their children do.

5. Informing parents of their children's progress once a month.

6. Informing parents if their children misbehave.

7. Providing community affairs at the schools so that the entire community shares the experiences, traditions and custom of various cultures.

8. Informing the community about the administrative and academic structure of the school.

9. Providing parents the opportunity to meet with counselors.

10. Informing parents on how students select their class schedule.

11. Notifying parents any time their children are not doing well academically.

12. Providing a community relations persons to discuss school and student activities and problems with the parents.

13. Making home visits by teachers and principals.

14. Providing services to the community.

15. Sending a newsletter to parents about the school activities.

16. Making the school buildings available to community members all year around.

17. Providing school at different times of the year. For example, during the summer.

The complete historical lessons can be gotten from any good history book or you can write to the author for a supplement at a small charge.

CULTURAL UNDERSTANDINGS
(Twelve Sessions)

I. Early inhabitants

A. Origin of natives
B. Pueblo Indians
C. Apaches and Navajos
D. Comanches
E. Pimas
F. Yumas

II. Brief history of Mexico

A. Cristobal Colón
B. Hernan Cortes
C. The Aztecs

III. Spanish motives for the explorations

A. Gold
B. Glory
C. Christianity
D. Land
E. Indian slavery

IV. Explorations

A. Alonso Alvarez de Piñeda
B. Panfilo de Narvaes
C. Alvar Nuñez Cabeza de Vaca
D. The Franciscans
E. Francisco de Ullea
F. Vasquez de Coronado
G. Juan Rodriguez Cabrillo
H. Francis Drake
I. Sebastian Vizcaino
J. Antonio de Espejo

V. Reasons why New Mexico became the first part of the Southwest to become colonized successfully

VI. Disadvantages of New Mexico

VII. Juan de Oñate

VIII. Padre Kino in Arizona

IX. Missions in California

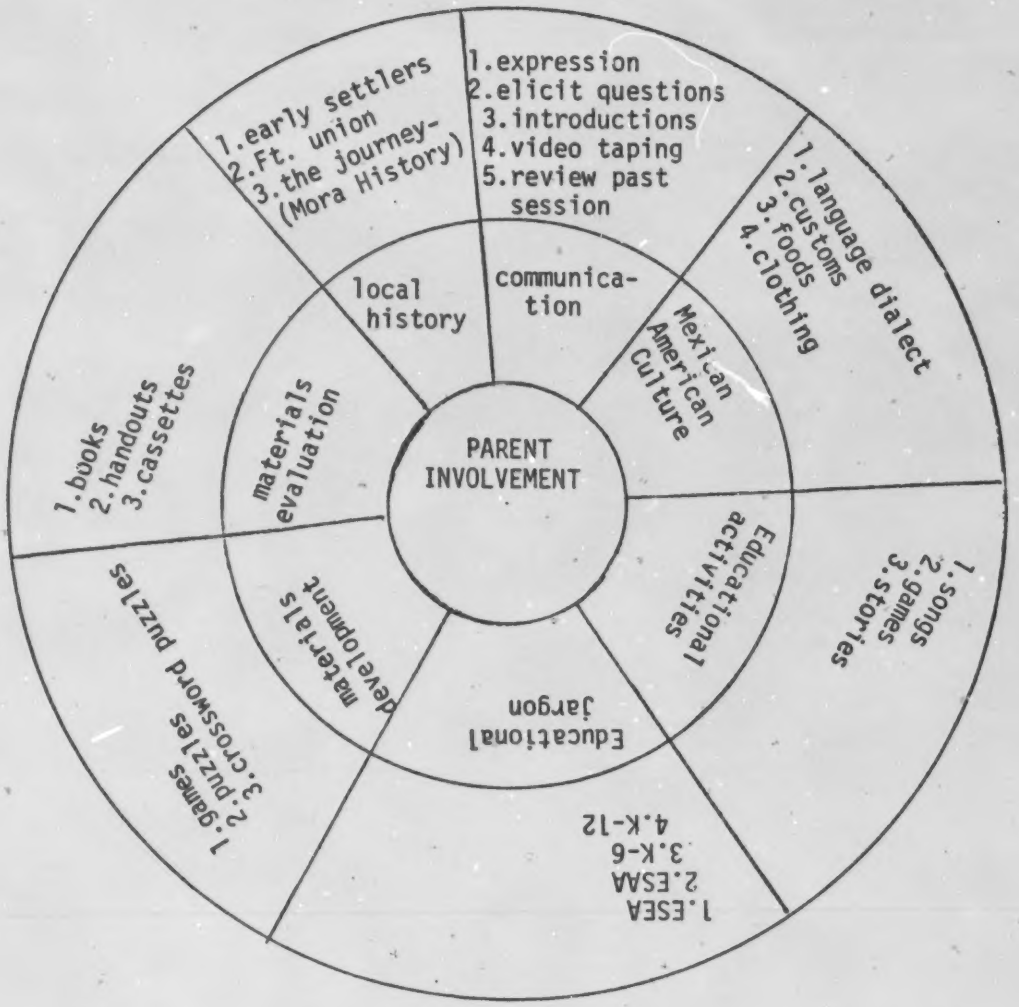
X. New Mexico in the seventeenth and eighteenth centuries

XI. The Pueblo Revolt and reconquest of New Mexico

XII. The eighteenth century in New Mexico

The following page includes the Model developed by the author. Page 61 and on includes the thirteen lessons however the appendices have beep omited. You should skip any references to appendices because all the information for ordering materials is includes in the reference section.

"Coca" Model


PARENT INVOLVEMENT
local history
communication
Mexican American Culture
materials evaluation
1.early settlers
2.Ft. union
3.the journey-
(Mora History)
1.expression
2.elicit questions
3.introductions
4.video taping
5.review past session
1.language dialect
2.customs
3.foods
4.clothing
1.books
2.handouts
3.cassettes
Educational activities
materials development
Educational jargon
1.songs
2.games
3.stories
1.games
2.puzzles
3.crossword puzzles
1.ESEA
2.ESAA
3.K-6
4.K-12

THE MORA PARENT WORKSHOP
(The Mora Adventure)

Lesson plan outline

SESSION I - Introduction

Goal:

1. To discuss the goals and objectives of the training program (we will develop an educational parent workshop model).
2. To describe the responsibilities of the participants (attendance, required work will be completed by participants, etc.).
3. To explain that the facilitator will initiate interaction among the participants and will help with the introductions.

Materials:

1. Name tags (these will be used only if necessary).
2. Refreshments (these are to be donated by the participants).
3. Pencils and paper.
4. Demographic questionnaires
5. Distribute handouts and discuss them with the participants, the handouts include: Ayudale "El Futuro" ., Introduction of parents to: "Parents teach your children" by Dr. Moreno (Bibliography), and handout "Important ideas to remember" (suggestions to parents); Language Milestones (Appendix K), section dealing with (single word to 4-12 months): also the handouts "Parents and Reading" (Appendix L). The section on "How can I help my child?" The parent return card (Appendix M), and the child questionnaire (Appendix N), will be handed out and discussed.

6. Outline for cultural understanding (AppendixF) will be handed out and discussed.
7. Thirty books (Appendix R) will be available at the first session so that parents may take home for use with their children.
8. Discuss: (1) the components which are included in the "Coca Model" (Appendix G); (2) parental involvement (Appendix C); and (3) information about reading for parents (Appendix I).
9. Award the door prize to the lucky person whose name is drawn from the hat (Heishie necklace, donated by Arthur Martínez).

Method:

1. Decir el chiste de la semana (el gato bilingüe).
2. Facilitator will introduce himself.
3. The program will be discussed as well as describing the Parent Training Workshop Model which has been specifically developed for this program by the facilitator. It will be made clear that the participants will help to further develop the model and will be reminded that they had input as to what components were to be included in the model.
4. Materials will be distributed (pencils, paper, envelopes, scissors, and any other materials deemed necessary).
5. The facilitator will initiate a discussion and will elicit questions.
6. Request that participants fill in the demographic questionnaires.
7. Coffee break.
8. Parents should introduce themselves at this time (session should be half way over and this will make the introductions easier for the participants).

9. Rules regarding smoking, breaks, language to be used and other topics will be discussed.
10. The handouts (Ayudale, language milestones, outline of history, and parent return cards) will be handed out to participants.
11. Handouts will be discussed (content, reasons for handouts, etc.).
12. The drawing for the door prize will be held at this point.
13. Facilitator should be prepared to answer any questions which the participants may need to have answered.
14. Las buenas noches y tambien mitote libre.

SESSION II - Historical understandings and communicative skills development

Goal:

1. To enhance participants' awareness of their cultural heritage.
2. To increase the participants' self-concept.
3. To assist the participants to feel more confident in expressing their ideas to others.
4. To help participants feel more at ease with their peers.
5. To assist participants learn necessary words for use in reading readiness and focabulary for children.

Materials:

1. Refreshments.
2. Handouts: Ayudale "El Futuro" pp. 4-5, which defines intelligence, and what parents can do to develop their children's intelligence.

   Cognate list (Appendix F), pp. 1-2 will be handed out and discussed.

Fry's word list (Appendix F) will be handed out and discussed. The word list will be discussed in terms of importance.

Pat Koppman suggestions (Appendix L) numbers 1 and 2 will be handed out and discussed.

Blank cards 1 1/2 x 2 1/2 inches which have been cut from tag-board will be handed out. These will be used for preparing games.

The handouts on Language milestones (Appendix K) for 7 to 10 month old babies will be handed out and discussed.

The handout on cultural understanding lesson number one will also be handed out and discussed.

The Southwest--Explorers, Route and Results will be discussed and a handout will be given out. This handout outlines the major routes, etc.

The parent return cards will be handed out and discussed.

Mimeographed copies of the Parent Workshop Model will distributed and discussed (the model is illustrated in Appendix K).

3. Video recorder and blank tapes for recording the participants will be on hand and will be used to video tape the parent games.
4. A drawing will be held for the door prize (necklace made from beads and pins donated by Tomas Garcia will be given away tonight).

Method:

1. Se contara el chiste de la semana (el ratón en el barril de mula), o se contara un proverbio o adivinanza.
2. Sign in.
3. Collect parent return cards, these cards (Appendix M) will indicate whether parents are working with their children at home.

4. Session II will be discussed as will Session I.
5. Discuss the parent return cards that were turned in during this session, also to be discussed will be pp. 6-7 of "Ayudale". Discuss last weeks handouts which include: language milestones, and outline of cultural history.
6. Begin use of basic skills, use Fry's instant word list as on p. 148 in book by Dr. Zintz, numbers 1-37.
7. Coffee break.
8. Facilitator illustrates and plays the game "concentration", with participants; participants will then contruct their own games.
9. Participants will review content of materials distributed during the first session.
10. Facilitator will initiate discussion on the first two columns of cognates.
11. Parents will be videotaped as they domonstrate some of their own games (this session includes juegos de carambola, or free style) this is prior to videotaping games illustrated by facilitator.
12. Past session is critiqued.
13. Handouts are distributed.
14. Door prize is awarded (prize was a macrame pot holder which was donated by Mrs. Mike García).
15. Buenas noches y mitote libre.

SESSION III - Cultural understanding and reading readiness preparation

Goal:

1. Identify what parents already know as regards games, songs, and stories which are relevant to the community.
2. To enhance the participants' grasp of some of the basic reading skills using vocabulary and expanding same.
3. Participants will recognize some vocabulary strengths which they already possess (use of cognates, Appendix F).

Materials:

1. Refreshments.
2. Handouts: (a) Cognate list pp. 69-70 will be handed out and discussed. (b) Fry's list of words numbers 38-74 will be distributed and discussed. (c) Ayudale "El Futuro" pp. 8-11 will be discussed (discussion will center around the different ages at which a child learns especially ages 3-5 years. The development of sensory motor skills, language development from birth to 1 1/2 years will also be discussed). (d) Pat Koppmans' suggestions numbers 3-4 will be discussed. (e) Stories, games and songs from the book Juegos de Nuevo México will be read and discussed. (f) Cultural history lesson two will be used during this session, and (g) Language milestones handout will be used. Ages 11 months to 24 months will be discussed.
3. Paper clips, tag board, cards 1 1/2 x 2 1/2 inches, magic markers, scissors, and rulers will be distributed (supplied by the school district).

4. Discuss and work as per "Coca Model" and refine the items used.
5. Drawing for door prize (candy dish donated by Terry García).

Method:

1. Chiste de la semana sera contado (por un participante) o se contara una adivinanza o un proverbio.
2. Sign in.
3. Collect parent return cards.
4. Discuss the goals of this particular session (expand vocabulary).
5. Discuss parent return cards.
6. Discuss Fry's word list and numbers 3 and 4 from Koppman's list.
7. Coffee break.
8. Discuss Ayudale handout pp. 8-11.
9. Discuss cognates, history lession II, language milestones 11-24 months of age (cognates are discussed at each session but include only those cognates that we can cover, otherwise, they are numbered).
10. Facilitator will contruct and demonstrate the FISHING GAME, words from Fry's word list will be used.
11. Facilitator will read the story (Niña Eulalia) and then it will be discussed.
12. The games which have been contructed this far, will be discussed.
13. The handout Ayudale pp. 8-11 will be discussed.
14. Critique the last session.
15. Pass out parent return cards.
16. Ilicit questions regarding past sessions or other areas of parent concern.

17. Door prize will be awarded.

18. Las buenas noches y mitote libre.

SESSION IV - Cultural understanding and reading (Appendix F) will be discussed

Goal:

1. To make participants aware of local programs in the school and community designed to help minorities (use of the resource guide as developed by the Sangre de Cristo will take place).
2. To discuss the meaning of reading.
3. To discuss four steps in the reading act.
4. To discuss cognates.
5. To classify according to shape, size, color, and food groups (such as apples which have been brought to class).
6. To become aware of the isolation which prevailed in New Mexico as it relates to words such as tren, carro, etc.

Materials:

1. Refreshments.
2. Handouts: (a) Ayudale pp. 12-13. (b) Cognate list pp. 71-74. (c) Fry's word list (use of as many words as needed). (d) Koppman suggestions numbers 5 and 6 will be discussed. (e) Games from the book Juegos y Canciones will be discussed. (f) Cultural history lesson number III will be reviewed (Spanish Motives for Explorations). and (g) Language milestones handouts will be discussed, included will be the handouts for ages 24-30 months.
3. Play, a section on play from Juegos y Canciones will be read.

4. Tag board, magic markers, scissors, rulers, manila folders, and manila envelopes eleven inches by fourteen inches will be distributed to participants.
5. Laminating paper will be supplied.
6. Transparency of the "Coca Model".
7. Door prize.

Method:

1. Decir un chiste, proverbio o un dicho.
2. Sign in.
3. Collect parent return cards.
4. Discuss goals of this particular session.
5. Discuss parent return cards.
6. Discuss Fry's list of words.
7. Discuss the 'Coca Model" and its relation to past sessions. Does it apply to future sessions or must the group improvise on it?
8. Discuss agencies which serve minorities (use handbook on resources which is put out by the Sangre de Cristo Community Action Agency).
9. Coffee break.
10. Facilitator will illustrate the game Go-Fish, and participants will construct same or variations.
11. Participants will present games which they have with them and which they have constructed.
12. Discuss pp. 12-13 of "Ayudale".
13. Discuss cognates and Lesson III from the outline on cultural history.

14. Discuss what reading is.
15. Classify objects as to size, shape, left to right, etc.
16. Elicit questions and remind participants that they are to present games at the next session.
17. Critique past session.
18. Pass out "Ayudale" handout pp. 12-13.
19. Pass out parent return cards.
20. Discuss parent return cards which were handed in during this session.
21. Discuss any topic which is pertinent to the session or workshop.
22. Pass out parent return card (parent will return it next week, Appendix M).
23. Award door prize.
24. Las buenas noches y mitote libre.

SESSION V - Cultural understanding and reading readiness preparation

Goal:

1. Participants will demonstrate the ability to perform the following activities: (a) read a story to their children (employ children present). (b) ask questions and answer questions regarding the story read. (c) stimulate questions, discussion and answer questions regarding the skills in reading (facilitator will do this) such as: comprehension, logic, intent, main idea, fact vs. fanacy, sequence and following directions.
2. To make participants aware of the impact which they can have upon other groups when they are capable of communicating among their peers.

3. To make participants aware of local programs in school and community which are designed to aid minority groups.
4. To make participants more at ease in the classroom setting using videotape and replaying same.

Materials:

1. Refreshments.
2. Handouts: (a) fifty books which parents can check out. (b) Ayudale pp. 14-15. (c) cognate list pp. 75-78. (d) Fry's word list. (e) cultural history Lesson IV (the first explorations, Appendix T). (f) language milestones (30 to 36 months in age). (g) Koppman suggestions, and (h) parent return cards.
3. Video equipment.
4. Bibliography on playing as a learning tool (Library has such a list).
5. Door prize (ceramic ash-tray donated by Juan Sandoval).

Methods:

1. Sign in.
2. Decir un chiste (el Mexicano y el tejas bank).
3. Collect parent return cards.
4. Discuss goals of the program.
5. Discuss parent return cards, book list, history lesson, cognate list, and other handouts which are given to participants.
6. Discuss Fry's word list.
7. Coffee break.
8. Facilitator will demonstrate the game AIRPORT and video tape the session.

9. Volunteers will demonstrate home constructed games and will be video taped at the session.
10. Video tape will be replayed.
11. Aware door prize.
12. Las buenas noches y mitote libre.

SESSION VI - Developing a story and reading game

Goal:

1. To develop the participants' desire to read and write his/her own stories.
2. To continue practice in communication skills, use reading games and construct same, hand out copies of book 77 games by Seymour Metzer, but adopt the book to regional use.

Materials:

1. Refreshments.
2. Fifty library books.
3. Video equipment.
4. Stories which have been written locally by participants and others. Michael Montoya material is an example (Appendix F).
5. Composition book, pencils, loose leaf filler paper.
6. Handouts: (a) Ayudale "El Futuro" pp. 16-17. (b) cognate list pp. 79-82. (c) Fry's word list (numbers 151-188). (d) parent return cards. (e) language milestones, age 3. (f) Koppman suggestions, and (g) a rationale for a continued bilingual-bicultural program (Appendix J).
7. Door prize (a piece for a table donated by Juan Quintana).

Method:

1. Decir un chiste, (uno de los participantes dice un chiste).
2. Sign in.
3. Collect parent return cards and discuss same.
4. Discuss handouts, Fry's list, cognates, language, milestones, ayudale, Koppman suggestions.
5. Participants will write or tell stories which have been around a long time: La llorona, brujas, El Mal Ojo. Develop a story and reading games.
6. Divide participants into three or four groups for game construction and story writing.
7. Coffee break.
8. Participants will read stories and work on comprehension skills.
9. Video tape and replay same (participants in action).
10. Participants will construct games for the remaining 45 minutes.
11. Award door prize.
12. Las buenas noches y el mitote libre.

SESSION VII- Interaction with a resource person, sing songs, develop reading skills

Goal:

1. To help participants interact with the resource person.
2. To have participants share with each other their success or failure as regards their home activities and reading.
3. To facilitate participants' awareness of simple songs which they can use in communicating with their children; develop some more learning games.

Materials:

1. Refreshments.
2. Handouts: (a) Ayudale "El Futuro" pp. 18-19. (b) cognate list pp. 83-86. (c) Fry's word list, numbers 188-226. (d) Koppman suggestions, numbers 11-12, and (e) parent return cards.

Method:

1. Decir un chiste (this gives all participants time to get to the meeting place).
2. Sign in.
3. Collect parent return cards.
4. Discuss parent return cards.
5. The facilitator introduces the resource person.
6. The resource person presents his program.
7. Participants interact with the resource person.
8. Coffee break.
9. Discussion of handouts: ayudale, cognate list, Fry's word list, and Koppman suggestions will take place.
10. Volunteer will lead the group in singing a couple of short songs.
11. Prepare reading games.
12. Award door prize.
13. Las buenas noches y el mitote libre.

SESSION VIII - Interacting with facilitator and peers--Construction of vocabulary games

Goal:

1. To learn more about the use of items which are at hand in communicating with children (T.V. guide, cash register slips and other items mentioned by the group).
2. To practice communication skills in discussion with peer group.
3. To have participants share with group their success or failure as regards their home instruction in reading.

Materials:

1. Refreshments.
2. T.V. guides, newspaper clippings, register receipts, green stamp redemption book.
3. Library books 50-60.
4. Handouts: (a) Ayudale, pp. 20-21. (b) cognate list pp. 87-88. (c) Fry's word list, numbers 226-263. (d) copies of Koppman suggestions. (e) cultural history, Lesson V, and (f) language milestones (ages 3-4 years old).
5. Door prize (carved santo by Eusebio Vasquez).

Method:

1. Decir un chiste.
2. Sign in.
3. Collect parent return cards and discuss same.
4. Discuss cultural history Lesson V.

5. Facilitator will open discussion on the use of T.V. guides, newspaper clippings, and the part which items such as these can play in the education of young children.
6. Ilicit responses to questions asked about the program.
7. Participants will discuss their successful outside assignments.
8. Coffee break.
9. Participants will share their experiences in construction and use of games and other items which may prove to be useful in gaining interaction between parents and children.
10. Award door prize (pillow cases donated by Dora Gómez).
11. Distribute handouts (The Mora Valley by Michael Montoya).
12. Las buenas noches y el mitote libre.

SESSION IX - Community resource person/group interaction and game construction

Goal:

1. To practice interaction among participants in sharing games with other members of the group.
2. Interact with the resource person.
3. To identify resource persons to whom participants can turn to when they need help in the educational concerns of their children.
4. To discuss the use which may be made of resource people.
5. To have participants observe games and participate in same.
6. To interact with facilitator in discussing handouts.

Materials:

1. Refreshments.
2. Library books 50-60.

3. Mimeographed stories and songs will be given to participants.
4. Game "La Pitarrilla" will be played and parents will construct their own.
5. Handouts will be distributed to parents such as (a) cognate list, pp. 89-90. (b) Fry's word list, numbers 263-300. (c) parent return card. (d) cassette tapes and recorder (tape from Jab Press, this will include Morton Botel on Parents and Reading number 1, J 152 tape response of a series of six tapes). (e) cultural history lessons 6-7, and (f) language milestones (4-5 years old).

Method:

1. Decir un chiste
2. Sign in.
3. Collect parent return cards and discuss them with each other.
4. Discuss ayudale and language milestones handouts.
5. Introduce resource person.
6. Resource person will discuss and answer questions posed to him.
7. Coffee break.
8. Play cassette on parents and reading and discuss same, also record parent responses.
9. Read stories, discuss reading skills and define what reading is (Appendix I).
10. Illustrate games (pon y saca) and make book 77 games available.
11. Participants will illustrate home made games and name sources.
12. Award door prize.
13. Las buenas noches y el mitote libre.

SESSION X - Interaction with facilitator

Goal:

1. Discuss some of the ideas behind the need for parent training.
2. Distribute handouts and have parents become aware of "information about reading for parents" (Appendix I).
3. To have parents evaluate cassette tape (Lois Hirst, #2, J165 #1 from Jab Press).

Materials:

1. Refreshments.
2. Make 50 books available.
3. Cassette player, recorder and tapes from Jab Press.
4. Handouts: (a) cognate list pp. 91-94. (b) cultural history Lessons 8-9. (c) language milestones (age 5-7). (d) ayudale pp. 22-23, and (e) parent return cards.
5. Door prize (pottery by Mike Madrid).

Method:

1. Decir un chiste.
2. Sign in.
3. Collect parent return cards and discuss same.
4. General discussion regarding parent involvement, game construction educational terms (jargon), reading information for parents and agencies which help minorities.
5. Coffee break.
6. Hand out material for use next week: tag board, magic markers.
7. Award door prize.

8. Las buenas noches y mitote libre.

SESSION XI - Interaction with facilitator, critique tapes from Jab Press, discuss information about reading and construct reading games

Goals:

1. Discuss the needs for future parent training programs, and have parents evaluate the sessions and ask them to write what their families (spouse) think about the sessions.
2. Discuss attendance and how to improve it at workshops, such as this one.
3. Play and discuss cassette tape (by Jab Press).
4. Who should be involved in future sessions.
5. Demonstrate games which are home developed (participants do this).

Materials:

1. Refreshments.
2. Library books.
3. Cassette player and cassetts from Jab Press.
4. Handouts: (a) parent return cards. (b) cognate list, pp. 95-96. (c) cultural history, Lessons 10-11, and (d) Ayudale pp. 24-27.

Method:

1. Decir un chiste.
2. Sign in.
3. Collect parent return cards.
4. Discuss handouts.

5. Discuss the communication system which we have (network to notify participants if there are not going to be any sessions on a certain day).
6. Coffee break.
7. Discuss tapes five and six of the series (Morton Botel).
8. Presentation of games by parents and list sources of information regarding games.

SESSION XII - Touch up session

Goal:

1. To share experiences which participants have had these past twelve weeks.
2. Finish up any thing which the group may have pending.

Materials:

1. Refreshments.
2. Pencils, paper, handouts, and other surplus materials which may have been left over.
3. Handouts: (a) cognate list 97-98. (b) cultural history, Lesson 12, and (c) ayudale pp. 28-31.
4. Door prize (pillow cases donated by Jose M. Trujillo).

Method:

1. Decir un chiste
2. Sign in.
3. Collect parent return cards and discuss same.
4. Participants share their experiences (workshop experiences).

5. Participants conclude the program by discussing new games as a finishing touch.
6. Award door prize and then have a party.

SESSION XIII - Review the activities which were undertaken during the thirteen sessions in attendance

Goal:

1. To evaluate the effectivenss of the parent workshop.
2. To discuss activities not covered in the workshop which parents would like to have included in future training sessions.
3. To learn which approaches used in the presentations were the most beneficial and which were of less benefit to the participants.
4. To find out how the parents can be assisted more in helping their children to learn.

Materials:

1. Refreshments.
2. Pencils and paper.

Method:

1. Session will begin by "brain-storming" over the activities covered during the course of the twelve preceding sessions.
2. Stimulate discussion and interaction of parents.
3. Ask parents to form small discussion groups.
4. Facilitator will go from group to group in order to promote discussions within the groups.
5. Coffee break.

6. Continue with small groups.
7. Thank participants for their participation in the Parent Workshop.
8. Las buenas noches y mitote libre.

REFERENCES

REFERENCES

Arciniega, M., Casaus, L., and Castillo, M. Parenting Models and Mexican Americans: A Process Analysis. California School Finance Reform Project. School of Education, San Diego State University, 1978.

Abbot, J. L. "Community Involvement: Everybody's Talking About It." National Elementary Principal. 52, 1973, 56-59.

Abraham, Willard. Common Sense About Gifted Children. New York: Harper Brothers, 1958.

Adler, Alfred. The Education of Children. New York: Greenberg Publishers, 1930.

Almy, Millie and Milner, Esther. Children's Experiences Prior to First Grade and Success in Beginning Reading. Abstracts, 1951, 25, 189.

Almy, Millie. Spontaneous Play. An Avenue for Intellectual Development. Young Children, Vol. XXII, No. 5, May, 1967, p. 275.

Anaya, Rudolfo A. Bless Me Ultima. Tonatiuh International Inc., 1972.

Anderson, Jones G., and Johnson, William H. Sociocultural Determinants of Achievement Among Mexican American Students. ERIC Clearinghous on Rural Education and Small Vchools, March, 1968.

Armas, Jose. La Familia de la Raza. Pajarito Publications, 1976, 2633 Grant N.W., Albuquerque, New Mexico 87104.

Arnold, Eugene. Helping Parents Help Their Children. New York: Brunner/Mazel Publishers, 1978.

Association for Supervision and Curriculum Development. Individualizing Instruction. N.E.A., Washington, D.C., 1964.

Bandura, Albert, and Walters, Richard H. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, Inc., 1963.

Bernstein, B. B. A Socio-Linguistic Approach to Social Learning. Penguin Survey of the Social Sciences. Editor, J. Gould. Penguin Books, 1965.

Best, John W. Research in Education. New Jersey: Princeton Hall, Inc., 1970.

Betts, Emmett A. Foundations of Reading Instruction, with emphasis on differentiated guidance. New York: American Book Co., 1946.

Bloom, Benjamin S., Davis, Allison, and Hess, Robert. Compensatory Education for Cultural Deprivation. A report based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation. New York: Holt, Rinehart and Winston, 1965.

Bloom, 1. Language Development: Form and Function in Emerging Grammars. Cambridge, MA: M.I.T. Press, 1970.

Bordeaux, Elizabeth A., and Shape, Nathaniel H. Cooperative Research Project Number 2719. Goldsboro City Schools, Goldsboro, NC., 1964.

Botel, Morton. On Parents and Reading (cassetts). Jab Press, Inc. Educational Media Programming, P.O. Box 213, Fair Lawn, N.J., 07410, (Cost is $11.00 plus $1.00 handling), 1977.

Bracken, Corthy Kendall, and Maimquist, Eve (editors). Improving Reading Ability Around the World. International Reading Association, Six Tyre Avenue, Newark, DE.

Brooks, Thomas, and others. ESEA Title I Project. 1974-75. Final Evaluation Report. Austin Independent School District. Texas Office of Research and Evaluation, 1975.

Bruner, Jerome. On Knowing. Cambridge, MA.: The Belknap Press of Harvard University Press, 1962, p. 24.

Bruner, Jerome. The Course of Cognitive Growth. American Psychologist, 19, 1-15, 1964.

Burney, Victoria K. Home Visitation and Parent Involvement: Today's Education. The Journal of the National Education Association, Vol. 60, No. 7, 1201 16th St., N.W., Washington, D.C., 1971.

Carter, Thomas P. "School Discrimination: The Mexican-American Case." New Mexico State University, University Park (ERIC Clearninghouse on Rural Education and Small Schools), April, 1971.

Casaus, Luis E. A Parent Involvement Training Model for Minority Parents. Texas Technological University. Unpublished Dissertation, 1973.

Cassidy, Jack, and Vukelich, Carol. The Reading Teacher: (Survival Reading for Parents and Kids: A Parent Education Program), Vol. 31, No. 6. March, 1978, pp. 638-641. International Reading Association, 800 Barksdale Road, Newark, DE., 1971.

Castañeda, Alfredo; Richard; James L.; and Webster. The Educational Needs of Minority Groups. Lincoln, NE.: Professional Publications, Inc., 1974, p. 63.

Cazden, C. Subcultural Differences in Child Language: An Interdisciplinary Review. In J. Hellmuth (Ed.), Disadvantaged Child 2 Head Start and Early Intervention. Seattle: Special Child Publications, 1968.

Cazden, Courtney B. Functions of Language in the Classroom. Cazden, Vera P, and Hymes, John and Dell (Eds.), New York: Teachers College Press, 1972.

Chall, Jeanne S. Learning to Read. The Great Debate. New York: McGraw-Hill Book Co., 1910-1965.

Chess, Stella, and Whitebread, Jane. How to Help Your Child Get the Most Out of School. Gar[illegible]v, New York: Doubleday and Co., Inc., 1974.

Coca, Benjamín. Del Pasado al Presente. Montezuma, NM: Montezuma Publications, 1977.

Coca, Benjamín et al. Resources Directory. San Miguel County, NM. Sangre de Cristo Community Action Agency, 1970.

Coletta, Anthony J. Working Together. Humanics Limited, 881 Peach Tree St., N.E., Suite 114, Atlanta, GA., 30309, 1977.

Cooper, Adella S. Some Influencing and Motivating Factors in the Education of the Gifted Child. The University of New Mexico. Unpublished M.A. Thesis, 1959.

Cooper, James G. Basic Statistics for Educational Research. University of New Mexico, College of Education and Administrative Services, Albuquerque, NM, 1966.

Cremin. L. A. (Ed.), The Transformation of the School, 1961.

Dallman, Martha, and DeBoer, John J. The Teaching of Reading. New York: Holt, Rinehart and Winston, 1960.

Dallman, Martha; Rouch, Roger L.; Chang, Y. C. Lynett; and DeBoer, John J. The Teaching of Reading. 4th Edition. New York: Holt, Rinehart and Winston, Inc., 1974, p. 184.

D'Arcy, Pat. Reading for Meaning. Vol. 1, Learning to Read. Hutchinson Educational for the Schools Council. 3 Fitzroy Square, London W., 1973.

Davies, Alan (Editor). Language Testing Symposium: A Psycholinguistic Approach. Oxford University Press, 1968.

Davis, Don (Editor). Schools Where Parents Make a Difference. Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA., 1976, (Muriel Cohen).

DeBoer, John J.; and Dallman, Martha. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1970. p. 149.

Deshler, B.; and Erlich, J. L. "Citizen Involvement: Evaluation in the Revolution." Phi Delta Kappan, 54, 1972, pp. 173-75.

Durkin, Dolores. Children Who Read Early. Columbia University, New York: Teachers College Press, 1966.

Durkin, Dolores. Teaching Them to Read. Boston, MA.: Allyn and Bacon, Inc. 1971.

Ekwall, Eldon E. Diagnosis and Remediation of the Disabled Reader. Boston, MA.: Allyn and Bacon, Inc., 1976, p. 513.

Ellen, Lamar Thomas; and Robinson, Alan H. Improving Reading in Every Class. Boston, MA.: Allyn and Bacon, Inc., 1974.

Fantini, Mario D. Community Control and Quality Education in Urban School Systems in Community Control of Schools. Henry M. Levin (Editor), New York: Simon and Schuster, 1970, pp. 50-51.

Fantini, Mario D. "Community Participation: Many Faces, Many Directions". Educational Leadership, 29, 1972, pp. 75-79.

Farrar, Harry. Denver Post. Foster Grandmas and Grandpas. Vol. 87, October 8, 1978, Denver, CO.

Finocchiaro, Mary; and Michael, Bonomo. The Foreign Language Learner: A Guide for Teachers. Regents Publishing Co., Inc., 1973.

Frost, Joe L. Issues and Innovations in the Teaching of Reading. Scott, Foresman and Co., 1967.

García, Eugene E. and Others. An Early Childhood Parent-Child Centered Bilingual-Bicultural Program. Children's Bureau (DHEW), Washington, D.C., 1974.

Gates, Arthur I. A Reading Vocabulary for the Primary Grades. Teachers College, Columbia University, New York, NY, 1926.

Gerard, Judi; Roller, Beverly; Pullen, Wilma; Smit, Janice; and Wiegand, Catherine. Classroom Reading Diagnosis System. North Carolina: The Education Center, 1974.

Gilbert, Charles B.; and Harris, Ada Van Store. A Graded List of Poems and Stories. New York: Silver, Burdett and Co., 1901.

Gonzales, Nancie L. The Spanish-Americans of New Mexico. University of New Mexico Press, 1969.

Gordon, Ira J. Changing Views of Childhood. Pamphlet, Gainesville, FL., Florida Association for Supervision and Curriculum Development, 1964.

Gordon, Ira J. Parental Involvement in Compensatory Education. Champaign, Urbana: University of Illinois Press, 1970.

Gordon, Ira J.; and Breivogel, William F. Building Effective Home-School Relationships. Boston, MA: Allyn and Bacon, Inc., 1976.

Greenwood, G. E.; Breivogel, W. F.; and Bessent, H. "Some Promising Approaches to Parent Involvement". Theory Into Practices, II, 1972, pp. 183-89.

Haberkorn, Floyd E. Teacher-Child Language Interactions as Affected by Changes in the Behavior of Selected Children Following the Training of Their Mothers. Unpublished Doctoral Dissertation, 1973.

Hahn, G. E. A Comparison of the Reading Performance of Learning Disability Children When Their Parents Participated with Varying Degrees of Involvement in Informal or Structured Parent Programs. Unpublished Doctoral Dissertation, 1972.

Harrington, Alma. Teaching Parents to Help at Home: Parents and Reading. Perspectives in Reading, No. 14, Newark, DE: Published by International Reading Association, 1971, No. 14, pp. 49-56.

Hayman, J. L.; Johnson, J. T.; and Mayers, A. E. Causative Factors and Learning Related Parent Participation: Stanford University, Denver Stanford Project on the Context of Instructional Television, Institute for Communication Research, 1964. ERIC Microfilm, ED018-168.

Herber, Harold L. Teaching Reading in Content Areas. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Hernández, Luis F. A Forgotten American. Grant from the U. S. Office of Education, Department of Health, Education and Welfare, 1969.

Hodenfield, G. K.; and Diehl, Kathryn. Johnny Still Can't Read--but you can teach him at home. New York City: Produced by CAI Industries, the Associated Press, Copyright, 1976.

Honig, Alice. Parent Involvement Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., 1975.

Hoskisson, Kenneth; Sherman, Thomas M.; and Smith, Linda L. Assisted Reading and Parent Involvement: The Reading Teacher, Vol. 27, Newark, DE: Int. Reading Association, April, 1974, pp. 710-714.

Institute for Contemporary Studies: Parents, Teachers, and Children. Prospects for Choice in American Education, San Francisco, CA, 1977.

Intercultural Development Research Association. Utilizing Parents in the Classroom.

Isaac, Stephen; and William, Michael B. Handbook in Research and Evaluation. San Diego, CA: Robert R. Knapp, 1972, 3rd Edition.

Johnson, Broderick H. Navajo Education at Rough Rock. Rough Rock, AZ: Rough Rock Demonstration School, D.I.N.E., Inc., 1968, p. 149 quotes Gary Witherspoon.

Johnson, D. L.; Kahn, A. J.; and Leier, H. Houston Parent-Child Development Center Final Report to the Office of Child Development. Houston, TX: University of Houston, Parent Child Development Center, August, 1976.

Jones, Philip and Susan. Parents Unite! Wyden Books Co., 1976.

Jung, Steven M.; and others. Experimental Assessment of an Incentive Program to Enhance Learning: A Pilot Study. Final Report. San Jose, CA: Franklin-McKinley School District, 1971.

Kappelman, Murray; and Ackerman, Paul. Between Parent and School. New York: The Dial Press, James Wade; 1. Dag Hammerskjold Plaza, 1977.

Karlin, Robert (Editor). Reading for All. International Reading Association. Queens College City, University of New York, 800 Barksdale Road, Newark, DE.

Karnes, M. W.; Studley; Wright, W.; and Hodgins, A. An Approach for Working with Mothers of Disadvantaged Preschool Children. Merrill-Palmer Quarterly, 1968, 14, pp. 174-184.

Kohn, M. L. Social Class and Parent-Child Relationships: An interpretation. American Journal of Sociology, 68:471-480.

Kroth, Roger L.; and Simpson, L. Parent Conference as a Teaching Strategy. Denver, CO: Love Publishing Co., 1977.

Krug, Mark. The Melting of the Ethnics. The Phi Delta Kappa Educational Foundation, 1976.

Laing, H. "Using Parents Effectively in the School". Instructor, 81, 1972, p. 35.

Lamb, Pose; and Arnold, Richard. Reading: Foundations and Instructional Strategies. Belmost, CA: Wadsworth Publishing Co., Inc., C 1976.

Lamoriaux, Lillian A.; and Lee, May Dorris. Learning to Read Through Experience. New York: D. Appleton Century Co., 1943, p. 145.

Landeck, Beatrice. Learn to Read to Learn. New York, NY: David McKay Co., Inc., 1975.

LaPray, Margaret. Teaching Children to Become Independent Readers. New York: The Center for Applied Research in Education Inc., 1972, pp. 111-114.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Young Children's Magazine and Schuster, 1969.

Lavatelli, Celia S.; Moore, W. J.; and Kaltsounis, T. Elementary School Curriculum. New York: Holt, Rinehart and Winston, Inc., 1972, p. 220.

Lavatelli, Celia S. Teachers Guide, Early Childhood Curriculum. New York, NY: American Science and Engineering Inc., 1973.

Levenstein, Phyllis. Childhood Education: Teaching Reading to Adults. (microfilm-v1-49) Reading Aids Through the Grades: Russel, LB 1050.53 R87 second.

Loomis, Charles P.; and Olen, Leonard. Culture of a Contemporary Rural Community: El Cerrito, New Mexico. U.S. Bureau of Agricultural Economics, Washington, D.C., 1941.

Lusk, Georgia. Curriculum Development in the Elementary Schools of New Mexico. Santa Fe, NM: The Santa Fe Press, Inc., 1944, p. 6.

Maestas, L. C.; Rodriguez, J.; Trujillo, D.; Coca, B.; and Armendariz, A. Summary Report: Materials and Training Needs Assessment. College of Education, Unviersity of New Mexico, 1977.

Mann, Marlis. The Effects of a Language Program on Two-Year-Old Children and Their Mothers. Arizona State University, Unpublished Dissertation, February, 1971.

Massad, C. E. The Reading Teacher. Interpreting and Using Test Norms. International Reading Association, Newark, DE: December, 1972.

Massialas, B. G. Education and the Political System. London: Addison-Wesley Publishing Co., 1969.

Matthes, Carole. How Children are Taught to Read. Lincoln, NE: Professional Educators Publications, Inc., 1977, p. 44.

May, F. B. Teaching Language as Communication to Children. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.

McConnell, Beverly. Bilingual Mini-Schools Tutoring Project. A Bilingual Program Final Evaluation 1976-77 Program Year. Washington Intermediate School District 171, Wenatchese. ED1142222.

McKeown, Pamela. Reading, A Basic Guide for Parents and Teachers. Boston, MA: Routledge and Kegan Paul, Ltd., 9 Park St., 1974.

Mead, Margaret. Childhood in Contemporary Cultures. Edited by Mead and Wolfenstein, Martha. Chicago, ILL: University of Chicago Press, 1955.

Miller, Wilma H. The First R. Elementary Reading Today, 2nd Edition. New York, NY: Holt, Rinehart and Winston, 1977.

Moore, Dorothy Adele. Games that Teach. Washington, D.C.: U.S. Government Printing Office, 1971.

Moore, T. Language and Intelligence: A Longitudinal Study of the First Eight Years. Human Development, 11, 88-106, Young Children's Magazine, 1968.

Moreno, Steve. Parents-Padres: Teach Your Children to Learn. San Diego, CA: Moreno Educational Co., P.O. Box 22029, 1974.

Morlan, John E. Preparation of Inexpensive Teaching Materials. San Francisco, CA: Chandler Publishing Co., 124 Spear St., 1963.

Museum of New Mexico. Hispanic Cultural Heritage Project: Juegos y Jugetes de Nuevo Mexico. National Endowment for the Humanities, Project PM 10342-74-62 (no date).

New Mexico State Department of Education (4.2.3.) p. 16. Minimum Educational Standards for New Mexico Schools. State Department of Education, Santa Fe, NM, 1978.

Niedermeyer, F. C. Effects of School to Home Feedback and Parent Accountability on Kindergarten Reading Performance, Parent Participation, and Pupil Attitude (Doctoral Dissertation, University of California), Ann Arbor, Michigan, University Microfilms No. 70-2240, 1969.

Nihlen, Ann Sigrid. The White Working Class in School: A Study of First Grade Girls and Their Parents. Unpublished Doctoral Dissertation, University of New Mexico, 1976.

Oswalt, Edna R. The Role of the Parent in the Education and Training of the Mentally Superior Child. Kent, OH: Kent State University, (revised) Bulletin, 1957.

Pellingino, J. "Parent Participation". Education Canada, 13, 1973, pp. 4-9.

Popham, James W.; and Sirotnik, Kenneth A. Educational Statistics, Use and Interpretation, 2nd Edition. New York: Haprer and Row Publishers, 1973, p. 23.

Perlman, Richard. The Economics of Education: Conceptual Problems and Policy Issues. New York: McGraw-Hill, 1973.

Qoyawayma, Polingaysi. No Turning Back. Albuquerque, NM: The University of New Mexico Press, 1964, p. 125.

Ragan, William B.; and Shepherd, Gene D. Modern Elementary Curriculum. 5th Edition. New York: Holt, Rinehart and Winston, 1977.

Ramirez, Henry M. Educational Overhaul. Hey--A Newsletter From the Cabinet Committee on Opportunities for Spanish Speaking People. Washington, D.C.: Office of Affairs and Information, October, 1972, pp. 18-19.

Ramirez, Manuel III. Current Education Research: The Basis for a New Philosophy for Educating Mexican Americans. University of California, Multi-lingual Assessment Project, 1972, pp. 8-13 and authorities cited therein.

Robinson, H. B.; and Pettit, M. L. A Study of Methods Designated to Improve the Relationship Between Parents' Attitudes and the Underachievement of Their Elementary Children. Central Washington State College, 1966, ERIC Microfilm, ED 012-809.

Rosen, B. C. The Achievement Syndrome: A Psychocultural Dimension of Social Stratification. American Sociological Review, 21:203-211, 1956.

Rosenthal, Robert; and Jacobson, Lenore F. Teacher Expectations for the Disadvantaged. San Francisco, CA: Scientific American, Vol. 218, No. 4, pp. 19-23.

Rosenthal, Robert; and Jacobson, L. Pygmalion in the Classroom: Teacher Expecations and Pupils Development. New York: Holt, Rinehart and Winston, Inc., 1969.

Russell, David H. Children Learn to Read. New York: Ginn and Co., 1961.

Sánchez, George I. Forgotten People. Albuquerque, NM: Calvin Horn Publishing, Inc., 1967.

Saville, Muriel R.; and Troike, Rudolph C. A Handbook of Bilingual Education. Albuquerque, NM: Institute in Bilingual Education, College of Education, University of New Mexico, 1970. p. 46.

Saville, Muriel R.; and Troike, Rudolph C. Basing Practice on What we Know About Children's Language. (Sound Recording). New York: Recorded at the National Language Arts Conference, April, 1972.

Schiefelbusch, R. L. The Development of Communication Skills. In R. L. Schiefelbusch; Copeland, R.; and Smith, J. (Editors). Language and Mental Retardation. New York: Holt, Rinehart and Winston, 1967.

Slaughter, Helen B. Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement. A paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975.

Slaughter, William S.; Hicks, Herbert G.; Gullet, C. Roy; and Phillips, Susan M. Organizations: Theory and Behavior. New York: McGraw-Hill, 1975.

Smith, Carl B. (Editor). Parents and Reading, Perspectives in Reading. No. 14, Newark, DE: IRA, 1971, pp. 49-56 and cover page.

Smith, Frank. Understanding Reading. New York: Holt, Rinehart and Winston, Inc., C 1971.

Smith, James Steel. A Critical Approach to Children's Literature. New York: McGraw-Hill Book Co., C 1969.

Smith, Kenneth; Hoskisson, Thomas M. Sherman; Smith, Linda L. The Reading Teacher. Assisted Reading and Parent Involvement, Vol. 27, No. 7, Newark, DE: Published by International Reading Association, April, 1974.

Smith, M. B. "To Educate Children Effectively. . .We Must Involve Parents". Instructor. 80:118-21, 1970.

Spache, George D.; and Spache, Evelyn B. Reading in the Elementary School. Boston, MA: Allyn and Bacon, Inc., 1973, p. 52.

Sparks, J. E.; and Johnson, Carl E. Reading Right! Comprehension Power. Beverly Hills, CA: Glencoe Press, 1971.

Stalnaker, John M. Realism in Meeting the Needs of Talented Students: Exceptional Children. Washington, D.C., Department of NEA, Vol. 25, No. 5, January, 1959, pp. 217-218.

Stauffer, Russell G. Directing the Reading-Thinking Process. New York: Harper and Row Publishers, 1969.

Strodtbeck, F. L. The Hidden Curriculum in the Middle Class Home, in Krumboltz, J. D. (Editor). Learning and the Educational Process. Chicago, ILL: Rand McNally, 1965.

Taba, Hilda. Curriculum Development, Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962.

Thomas, Ellen Lamar; and Robinson, Alan H. Improving Reading in Every Class. Boston, MA: Allyn and Bacon, Inc., 1974, p. 161.

Thompson, Richard A. Energizers for Reading Instruction. West Nyach, New York: Parker Publishing Co., Inc., 1973.

Tinker, Miles A.; and McCullough. Teaching Elementary Reading. New Jersey: Prentice-Hall, Inc., 1975, p. 81.

Tireman, Loys S. Teaching Spanish-Speaking Children. Albuquerque, NM: The University of New Mexico Press, 1951.

Toffler, Alvin. Future Shock. New York: Random House, Inc., 201 E. 50th Street, 1970.

Tregaskis, George K.; and others. Learning Experiences at Home: Reinforcement for the Early School Program. New York State Education Department, Bureau of Continuing Education Curriculum Development, 1974.

Trujillo, Rupert. The Program and Community Participation. A paper handout at a workshop at the University of Texas at El Paso, 1975.

Tuckman, Bruce W.; and O'Brian, John L. Preparing to Teach the Disadvantaged. The Free Press, C 1969.

Ulibarri, Sabine R. El Alma de La Raza. Report to the Cultural Awareness Center, College of Education, University of New Mexico, 1964.

U. S. Commission on Civil Rights. Mexican American Education Study Report VI: "Toward Quality Education for Mexican Americans". Washington, D.C.: Government Printing Office, 1974.

U. S. Commission on Civil Rights. A Better Chance to Learn: "Bilingual-Bicultural Education". Washington, D.C.: Government Printing Office, Publication No. 51, May, 1975.

Valencia, Atilano A. Bilingual-Bicultural Education for the Spanish-English Bilingual. Las Vegas, NM: New Mexico Highlands University Press.

Van, Allen Roach. Attitudes and the Art of Teaching Reading. Department of Elementary-Kindergarten-Nursery Education, National Education Association of the U. S., 1965.

VanRiper, Charles G. Teaching Your Child to Talk. New York: Harper, 1950.

Vincent, María. Ritual Kinship in an Urban Setting. Martínez Town, New Mexico. Unpublished Masters Thesis, University of New Mexico, 1966.

Vukelich, Carol. Elementary School Journal. Parents Teach Kindergarten, Vol. 70, No. 8, May, 1970, pp. 438-445.

Vukelich, Carol. The Reading Teacher. Parents are Teachers: A Beginning Reading Program, Vol. 31, No. 5, February, 1978.

Wallace, Clara M. Questions Teachers ask About Primary Reading. Des Moines, IA: Published by the State of Iowa, Department of Public Instruction, Bulletin No. 1, 1931.

Weisbroad, B. A. The Economics of Poverty. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Willis, Lary Jordan. A Comparative Study of the Reading Achievements for White and Negro Children. George Peabody College for Teachers, Nashville, TN, 1939, p. 6, (Abstract of contribution to education, No. 251).

Willis, Potter. The Role of the Parent in Relation to Pupils' Reading Progress. California Journal of Elementary Education, 18:135, February, 1950, p. 84.

Wyatt, G. L. Language and Communication Disorders in Children. New York: Free Press, 1969.

Zintz, Miles V. The Reading Process. 2nd Edition. Dubuque, IA: William C. Brown, Co., 1972, p. 362.

Zintz, Miles V. Corrective Reading. Dubuque, IA: William C. Brown, Co., 1966.

Zeilburger, J. S. E. Sampen; and Sloan H. N. Jr. Modification of a Child's Problem Behaviors in the Home with the Mother as Therapist. Journal of Applied Behavior Analysis, 1(1), 1968, pp. 47-53.

Books for Parents

Arbuthnet, May Hill. Children's Reading in the Home. Scott Foresman, 1962, 242.

Chase, Mary Ellen. Recipe for a Magic Childhood. McMillan, 1967, 20.

Goldenson, Robert M. Helping Your Child to Read Better. Crowell, 1957, 12.

Gregg, Elizabeth M., et al. Guia Para Madres de Pre-escolares. Editorial Excelsio Corp., New York, 1972.

Strang, Ruth. Helping Your Child Improve His Readi[illegible]. Dutton, 1962.

Walsh, Frances. That Eager Zest. Ljppincott, 1961, 9.

Wile, Elizabeth M. What to Teach Your Child. Continental Press, Inc., 1978.

Tapes-Records

Parents' Magazine Films, Inc. El Manana Es Hoy (Tomorrow is Today). Four Sound and Color Filmstrip sets in Spanish, with records or Cassettes. Cost: $22.00. 52 Vanderbilt Avenue, New York, NY 10017.

Botel, Morton. On Parents and Reading. Jab Press, Inc., Fair Lawn, New Jersey, 1977.

Saville-Troike, Muriel. Basing Practice on What We Know About Children's Language. New York, 1972.

Computer

Nie, H. H. et al., 1975. McGraw Hill, Inc., New York. PD.P 10/40 computer, Digital Equipment Corporation-Statistical Package for the Social Sciences, 2nd Edition.

Pamphlets

Gordon, I. J. Changing Views of Childhood. Ganesville, FL: Florida Association for Supervision and Curriculum Development, 1964.

Moreno, Steve. The Future of Your Child. 1974. Series of booklets in English and Spanish, Booklet used: "Parents--Teach Your Child to Learn."

Museum of New Mexico. Juegos y Jugetes de Nuevo Mexico.

Periodicals

Witty, Paul. Helping the Gifted Child. Science Research Associates. Chicago, Illinois, 1952, pp. 35-38.

Gifted Children Our Responsibility and Our Hope. National Parent Teacher. Chicago, Illinois, December, 1957, pp. 14-17.

Strang, Ruth M. How About Separate Classes for Gifted Children? Ed. Digest, 23:9-10, February, 1958.

Stein, S.; and Smith, C. Return to Mom. Saturday Review, 1973. Vol. 3, pp. 37-40.

Bulletins

Oswalt, Edna R. The Role of the Parent in the Education and Training of the Mentally Superior Child. Kent, Ohio: Kent State University, revised 1957.

New York School Board. Board of Education, City of New York. "Curriculum and Materials VI". January, 1952, p. 52, excerpt, Bulletin.

New Mexico State Title I Advisory Committee. Position paper on Parental Involvement in Title I.

Organization (SIC) for Economic Co-operation and Development. OECO 2, Rue Adnre-Pascal, 75775 Paris CEDEX 16, France, 1977.

Southwest Bilingual Education Training and Resource Center. Needs Assessment Report. College of Education, University of New Mexico, 1977.

Microfilm

Burney, V. K. Home Visitations and Parent Involvement. Today's Education. 60:10-11 (L11 n15 per).

Gray, Susan W. V. Peabody Journal of Education. 48:106-111, v-48-71; 370 5 p. 31 per.

Jomes, E. Childhood Education. 47:126-130, v-46.

Rossmen, Michael. Saturday Review of Education. 1972-73, v-1, L.V. 29-33.

Smith, C. S. Stein and Smith. Saturday Review of Education. 1:37-40 Ap 2 s 352 per, 1973.

White, A. H. Education Digest. 37:12-14, 1972, v-1, 370.5 ED 8332 per.

Levenstein, Phyllis. Childhood Education: Learning through (and from) Mothers. 1971, 48:130-134.

Newspapers

Denver Post. Article by Harry Farrar, Vol. 87, October 8, 1978, Denver, Colorado.

Santa Fe New Mexican. Ernest Clinton Retires, Vol. 73, June 23, 1978, Santa Fe, New Mexico.

Community Developed Materials

New Mexico: Historical background. Hispanic Culture. A paper submitted to a class at New Mexico Highlands University by George Griego, 1972.

Resources Directory: Las Vegas, New Mexico: Sangre de Cristo Community Action Agency, October, 1970.

The Journey: Michael Montoya, funded by the Mora Independent Schools, Mora, New Mexico, May, 1976.

The Southwest Explorers, Routes and Results: A paper submitted to a class at New Mexico Highlands University by Dolores Griego, 1971.

MATERIALS AQUISITION

Sample copies of the materials listed below may be obtained from the publishers at the following addresses:

Cognate List: Write to Henry Pascual, State Department of Educatio , Santa Fe, New Mexico

Fry's Word List: This list can be gotten from several sources including the text: The Reading Process, by Miles V. Zintz, pp. 239-240.

Gilmore Oral Reading Test
Hartcourt, Brace and World Inc.
Test Department
757 Third Ave., New York, NY 10017

Metropolitan Achievement Tests
Hartcourt, Brace and World Inc.
Test Department
757 Third Ave., New York, NY 10017

The Journey: by Michael Montoya, Mora Independent Schools
Mora, New Mexico

Slosson Oral Reading Test
Slosson Educational Publications
140 Pine Street
East Aurora, New York

SUPPLEMENTARY MATERIALS FOR HOME AND SCHOOL USE

Bilingual-Bicultural Education for the Spanish-English Bilingual : Atilano Valencia,BMP, 2168 Shattuck Ave. Rm.216, Berkeley,Ca. 94704 c-1972

Compendio de Cuentos de Brujeria en el Norte de Nuevo Mexico: Priscilla Torres, % West Las Vegas Schools, Las Vegas,NM 87701 c-1977

Del Pasado al Presente: Benjamin Coca, Montezuma Publications PO Box 85, Montezuma,NM 87731 Revised 1979

Descendants of el Siglo de Oro Y Aztlan: Atilano Valencia R&E Research Associates, Inc. 4843 Mission Street, San Francisco, 94112 c-1977

Cuaderno de Actividades Sexto Nivel: Benjamin Coca, Montezuma Publications, PO Box 85, Montezuma, NM 87731 c-1980

96 "END OF DOCUMENT"